

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Political Science/Social Sciences and Humanities.

2. Name of individual(s) completing the form:

Jim Nguyen and Bob Stockwell.

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

The Comprehensive Program Review suggested we consider resources that might assist in closing equity gaps and course revisions to make material more relevant/appealing. It also highlighted the need for more dialogue around SLOs. Finally, the Comprehensive Program Review noted the high number of Latinx degree earners and suggested we consider promoting mentorship and engagement with the Villages.

In response to this feedback, over the last two year we incorporated regular equity-focused agenda items into our monthly department meetings where we review disaggregated success data and share targeted resources (including Rising Scholars, VIDA, EOPS, financial aid, Connect, and tutoring) that faculty can direct disproportionately impacted students toward. We also piloted more culturally sustaining and applied assignments such as civic engagement projects, community-based research, and policy advocacy activities in POLI 1, POLI 2, and POLI 16 to make course content more relevant and engaging.

Winter 2025 RAPP indicated we were missing examples of targeted actions and resources to support underrepresented students. We hold monthly department meetings that include data-driven success and equity discussions and the sharing of resources for students. While our overall success rates have not improved, we have closed equity gaps for Black, Latinx, Pacific Islander, and Native American students. That said, we do have disproportionate impacts on white and low-income students.

Winter 2025 RAPP noted it would have been helpful to provide specific data on our goal to increase enrollment. In response to this feedback, we have intentionally diversified section offerings (in terms of modality, classes, and start-time) to meet student demand and can report that our enrollment has increased by 21.81% from the five-year low of 1,522 (2022-23) to 1,854 (2024-25).

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

The department has expanded its civic engagement–designated “E” offerings and strengthened partnerships through the Public Policy School and the FA-PAC Internship programs. We have also been intentional in scheduling a mix of course modalities (in-person, hybrid, and online) and times to meet student needs, which contributed to our recent enrollment growth. These adjustments support both student access and our broader goals around equity and engagement.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Enrollment	Increase enrollment by at least 10% from the 2022–23 low and stabilize FTES at or above pre-pandemic levels	Faculty	Many other folks/ programs on campus	Institutional Research	Analyzing the data	<p>We have expanded and diversified our offerings with the goal of meeting student demand.</p> <p>Our enrollment increased by 21.81% from the five-year low of 1,522 in 2022-23 to 1,854 in 2024-25.</p>
Equity	Increase Success Rates and Close Equity Gaps	Faculty	Many other folks/ programs on campus	Institutional Research	Analyzing the data	<p>We meet regularly to discuss equity issues. We have not progressed on success rates. We have closed equity gaps for Black, Latinx, Pacific Islander, and Native American students.</p> <p>We still show disproportionate impacts for white and low-income students. In response, we are expanding our ZTC resources, exploring targeted supports such as increased connections to basic needs resources, clearer pathways through the major, more flexible scheduling options, and structured civic engagement activities that</p>

						build belonging and purpose for these students.
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Civic Engagement	Expanding the number of civic engagement classes	Department faculty	VIDA and community partners	The number of E classes we offer per quarter/year	We will monitor the number of E classes we offer each quarter/year with the goal of increasing their overall number.
Zero Textbook Cost	Creating ZTC for our courses	Department faculty	Shagun (Campus ZTC coordinator), online education, OER Librarian, James Adams	We are currently creating textbooks for Poli 3, 5, 15, 16, and 17	We will assess this based on whether or not we complete them by Spring 2026.

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

As of Summer 2026, the department is projected to have only one full-time faculty member, which significantly limits our capacity to maintain enrollment growth, sustain civic engagement courses, and support key programs such as the Public Policy School, the FA-PAC Internship Program, and Rising Scholars. A replacement full-time hire is essential for program stability, coverage of core offerings, and advancing our enrollment, equity, and civic engagement goals.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

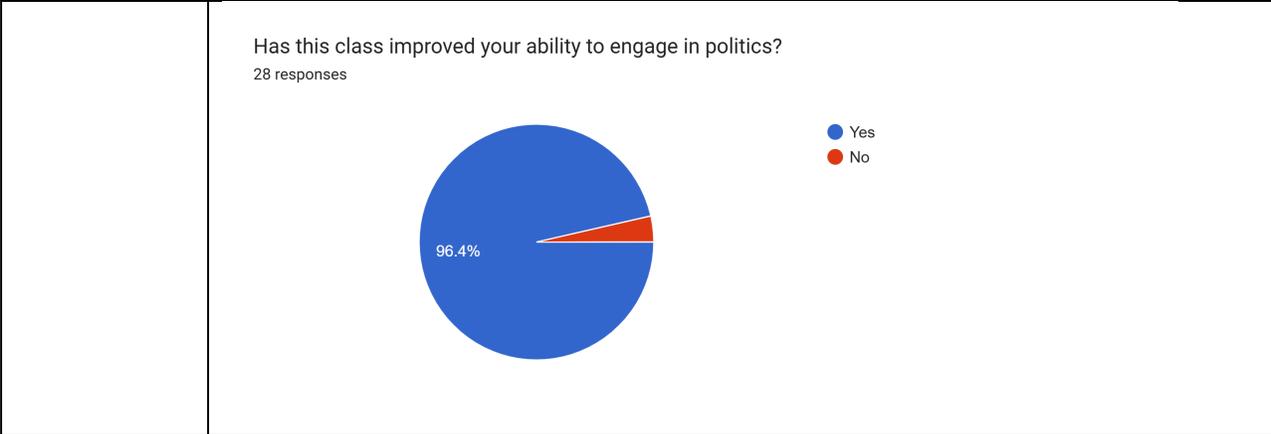
We continue to support disproportionately impacted students through high-touch, high-impact practices including our civic engagement courses, FA-PAC and Public Policy School internships, and Rising Scholars collaboration. These programs provide mentorship, structured

experiential learning, and community-based work that help DI students build academic confidence, social belonging, and real-world engagement skills. Even without additional resources, we have prioritized flexible scheduling, relevant coursework, zero cost course options, and applied learning pathways to better serve these students.

- Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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>POLS C1000 3EZ [CRN 28682] and 3EZH [CRN 28913] American Government and Politics, Fall 2025</p> <p>SLO 3: Demonstrate the capacity to participate effectively in the political process.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>https://docs.google.com/forms/d/e/1FAIpQLScb-RPSw3zKLvts1ANG9tLXqvnwmXCrW81aQE1rBYiyZDyUWQ/viewform?usp=preview</p> <p>Students completed the above anonymous survey on 11/20/25.</p> <p>Question 1: Has this class improved your ability to engage in politics? Yes or No.</p> <p>Question 2: If you answered "Yes" above, what did the class teach you (skills, knowledge, experience) that makes you feel more empowered to engage in politics?</p> <p>Question 3: If you answered "Yes" above, what aspects of the class improved your ability to engage in politics? The options included: The civic engagement project; Class assignments, discussions, and activities; Assigned readings; Other.</p> <p>Question 4: If you answered "No" above, if the class did not improve your ability to engage in politics, how might it be changed to make you feel more empowered?</p>
<p>Summary of Assessment Results</p>	<p>In response to question 1, 27 of 28 students (96.4%) answered "Yes." [The one student who answered "No" went on to write in response to question 4 that "I think I was already pretty politically engaged." (sic)</p>



Reflection on Results

The course appears to have boosted political efficacy among students. Here are a few representative responses to question 2:

“This class helped me understand how political systems work and how everyday people can participate. I learned how to analyze issues, communicate my opinions more clearly and understand the impact of civic engagement. It made me feel more confident in taking part in discussions and knowing how to get involved.”

“The civic engagement project encouraged me to be more engaged with politics in a concrete way and the other content of the class also helped me be more aware of aspects of how the government operates that were not so clear to me before.”

“I learned how the political system actually works and how policies get made, which makes everything feel way less confusing. I learned how to think critically, evaluate sources, and understand different perspectives, so I feel more confident forming my own opinions. Discussing real issues and seeing how they connect to my own life also made me realize that my voice actually matters.”

[Survey Responses](#)

Responses to question 3 indicate all aspects of the class contributed, including: the civic engagement project; class assignments, discussions, and activities; and assigned readings.

If you answered "Yes" above, what aspects of the class improved your ability to engage in politics?
27 responses

Aspect	Count	Percentage
The civic engagement project	22	81.5%
Class assignments, discussions, and activities	25	92.6%
Assigned readings	17	63%
Other	1	3.7%

Strategies Implemented or Plan to be Implemented

This survey suggests the importance of the civic engagement project in boosting political efficacy as well as classroom assignments, discussions, and activities. Reflecting on these, I believe the real impact comes from connecting the assigned readings to current political developments and taking the time to analyze, discuss, and

(aka: enhancements)	engage with real-time politics. For example, this quarter we had the Special Election, which provided a powerful context for experiential learning.
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Please email this form to your dean/manager.

10. **Dean Manager Comments:**

The Political Science Department demonstrates a high level of engagement both on campus and within the broader community, with a clear and positive impact on student learning and leadership development. The department's courses play a significant role in preparing students for civic participation, public service, and leadership, as evidenced by alumni who are active in local politics, community organizations, and public-sector roles. Many students also apply their political science learning through involvement in student government and campus leadership, reinforcing the discipline's contribution to civic engagement and democratic participation.

Enrollment in the department remains strong, reflecting continued student interest in political science as both a transfer discipline and a foundation for leadership development. Looking ahead, the upcoming Social Impact Certificate, aligned with CTE pathways, presents an important opportunity to further enhance the program. This certificate has the potential to connect political science coursework with workforce-relevant skills in policy analysis, advocacy, community organizing, public administration, and nonprofit leadership, thereby broadening the program's appeal to students seeking applied and career-oriented pathways.

Across community colleges, political science departments that are thriving have expanded their reach through experiential and applied learning strategies. These include partnerships with local governments and nonprofit organizations, internships and service-learning opportunities, civic engagement labs, mock elections and legislative simulations, voter education initiatives, and courses focused on public policy, social justice, and democratic innovation. Many colleges have also integrated political science into interdisciplinary certificates and pathways related to social impact, public service, law, and community leadership, increasing both enrollment and workforce alignment.

Sustaining this momentum at De Anza College will require continued investment in faculty leadership. The department will soon experience the retirement of Robert Stockwell, whose contributions have been instrumental in shaping the department's curriculum, culture, and student-centered approach. To preserve and build upon this strong foundation, the hiring of a new full-time faculty member will be critical. A full-time hire will provide continuity, support program development, strengthen community partnerships, and ensure the department's continued ability to innovate and engage students at a high level.

Overall, the Political Science Department is well positioned for continued success. With strong enrollment, meaningful student outcomes, the launch of a CTE-aligned Social Impact

Certificate, and strategic faculty investment, the department can further expand its role as a leader in civic education, community engagement, and applied social science learning.

11. Vice President/Associate Vice President Comments:

The Political Science Department continues to demonstrate strong leadership in civic engagement, equity-centered instruction, and enrollment growth. The department exceeded its enrollment goal with a 21.8 percent increase from its five-year low, reflecting intentional scheduling, expanded modalities, and relevant applied coursework. Faculty have closed equity gaps for Black, Latinx, Pacific Islander, and Native American students through culturally sustaining pedagogy, civic engagement projects, and high-impact practices such as FA-PAC and Public Policy School internships. The expansion of zero-textbook-cost courses and civic engagement offerings further strengthens access and affordability. Continued investment in full-time faculty leadership will be essential to sustain enrollment growth, program innovation, and student civic and workforce pathways.