

**I. Program Description**

A. What is the primary mission of your program? (check all that apply)

- |                                     |                  |                          |                                     |
|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/>            | Basic Skills     | <input type="checkbox"/> | Cultural and Personal Enrichment    |
| <input checked="" type="checkbox"/> | Transfer         | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input type="checkbox"/>            | Career/Technical |                          |                                     |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

[Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm](http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm)

CTE programs refer to CTE Program Review Addenda Reports: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

- |                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | # Certificates of Achievement         |
| <input type="checkbox"/> | # Certificate of Achievement-Advanced |
| <input type="checkbox"/> | # AS, AA Degrees                      |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

- |                                  |            |                      |         |
|----------------------------------|------------|----------------------|---------|
| <input type="text" value="350"/> | # Students | <input type="text"/> | # Staff |
| <input type="text"/>             | # Faculty  |                      |         |

b. Number of employees associated with the program?

- |                      |            |                                 |                     |
|----------------------|------------|---------------------------------|---------------------|
| <input type="text"/> | # Students | <input type="text" value="90"/> | # Faculty           |
| <input type="text"/> | # Staff    | <input type="text"/>            | # Part-Time Faculty |

**II. Methods of Evaluation and Assessment**

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): [www.research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv/htm](http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm)

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

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Explanation:	The actual enrollment for underrepresented populations shows a 26% increase from two years ago even if the percentage of underrepresented populations in the program has decreased. The program is taking steps to increase recruitment to underrepresented populations by offering LEAD classes for Honors, making efforts to visit learning cohorts such as First Year Experience and Sankofa, in order to recruit more students from these populations. Recruitment can often be difficult to underrepresented populations because of a long history and tradition (not within the Honors Program but more generally such as nationally) of lower expectations for these populations. Often students from these populations do not envision themselves as "Honors" students even though they are quite capable of meeting the eligibility requirements and of performing the work. Such students need more individual attention to persuade them that they are good candidates for the program. Limited funding (nearly half of what it was just a few years ago) has restricted the coordinator's time. Next year's DASB funding has increased from the past year, which will hopefully lead to more time for such recruitment efforts.
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- 2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	Of the underrepresented populations who are in the Honors program, the success and retention rates have remained relatively the same, which are quite high overall.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	The equity gap has been closed in the sense that students from underrepresented populations are succeeding and being retained within 5% points of the students outside of these populations.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	There has been a 49% increase in enrollment for all student populations since 2007-08 and a 285% increase in enrollment for all student populations since 2005-2006. The Honors Program does not have any "B" budget for marketing or recruitment. Occasionally we are funded for Honors Program brochures, but the rest of the recruitment is entirely by word of mouth and the Honors Program website. One of the main reasons for the increase in enrollment is the faculty who volunteer their time and offer Honors sections. As the faculty announce the Honors sections to their students, more students hear about the program. Also, students are hearing about the program earlier in their De Anza careers, so they are taking more units in the program than previously.
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- B. Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	We have not implement any of these changes in response to any formal requirements or egulations. However, the program is currently discussing and planning possible changes to the program's policies and "curricula" in order to maintain a more consistent level of rigor from one Honors section to another.
Explanation:	

- C. 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.

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	We have been working with Institutional Research to identify the best means of assessment for our program since the program is not a standard instructional program. The program is both academic and service oriented. Also, the program has begun an Honors Council consisting of Honors students and faculty to strengthen the program and make revisions to the program to improve its quality.
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: [www.deanza.edu/gov/IPBT/resources.html](http://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.

<input type="checkbox"/> No significant changes	
Impact:	
Explanation:	

E. *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.

<input type="checkbox"/> No significant changes	
Impact:	
Explanation:	

**III. Select IIIA or IIIB below:**

**Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>**

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input checked="" type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Although we have approximately 90 faculty involved with the Honors Program, it is not in a formal capacity. The faculty are involved entirely on a voluntary basis and might teach a class once every few years. There is only one staff member, the program coordinator, is a regular part of the Honors Program. She has been involved with assessing the program through her work with Institutional Research. Also, she has formed an Honors Council in order to get further input from other faculty. She also regularly emails Honors faculty to get their input on ways to strengthen the program.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	Need for more consistency between Honors sections.	Plan/Enhancement:	Honors Program curriculum facilitator (funded by DASB) to work with Honors faculty on what "Honors level" work entails.
summarize results:	Need for more avenues for sharing scholarship.	Plan/Enhancement:	Honors Council is creating such opportunities such as a year-end recognition ceremony to share students' work.

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded     surveys

Other, describe here: \_\_\_\_\_

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA                       complete                       in progress                       to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

\_\_\_\_\_

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports 2008-09"

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> 1	Rank	<input checked="" type="checkbox"/> replacement	<input checked="" type="checkbox"/> growth
Position:		Coordinator	
Department :		Honors Program	Contact Person, ext. Lydia Hearn x5785

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Currently the Honors Program is funded by DASB. If DASB funding is cut (as it was for the 2010-11 academic year), either the coordinator's time is reduced or the lost funding must be covered by the Academic Services B budget as it was this year. Next year (2011-12), DASB increased the funding. Eventually, the program needs more stable funding from the General Fund either in the form of released time or "B" budget to cover additional pay.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

The WSCH has increased from 1242 in 2005-06 to 4648 in 2009-10, an increase of 274%. At the same time the coordinator pay DECREASED from \$18,000 in 2005-06 to \$10,000 in 2010-11, a DECREASE of 44%. The program cannot continue to sustain these increases in enrollment while decreasing the coordinator pay because of the administrative paperwork involved for each student in the program.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

Enrollment growth for all student populations, enrollment growth for targeted populations, student satisfaction with the program

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

[www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

<input type="checkbox"/> 2	Rank	<input type="checkbox"/> replacement	<input checked="" type="checkbox"/> growth
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Item Description:	"B" budget for marketing/recruitment, supplies, events, etc. and computers/printer/scanner/photocopier for Honors Program office.		
Cost Estimate :	5000 "B" budget/10,000 Measure C	Contact Person, ext.	Lydia Hearn x5785

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

We will be able to use some budget to market and recruit more students into the program. Also, we can develop more specific materials to recruit targeted populations. The budget will also be used to fund events that create a culture of scholarship for students outside of the classroom. Regarding the Measure C equipment, the NEWEST computer equipment in the Honors Program Office is over 5 years old. The oldest equipment is over 10 years old. The program office needs updated computer equipment in order to function: 2 desktop computers, 2 printers, 1 scanner, 1 photocopier

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

See A2 above.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

**Dean's Summary**

**VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:		
Department :	Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:

**Materials, "B" Budget, facility refresh, Measure C equipment Refer to:**

[http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed)

List 3 here, keep a prioritized list all items on hand.

Rank	replacement	growth
Item Description:		
Cost Estimate :		Contact Person, ext. <span style="background-color: yellow;"></span>

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: