

I. Program Description

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

<input type="checkbox"/>	Basic Skills	<input checked="" 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

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

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda reports www.deanza.edu/gov/IPBT/resources.html

1	<input type="text" value="1"/>	# of Certificates of Achievement
	<input type="text" value="N/A"/>	# of Certificates of Achievement-Advanced
	<input type="text" value="0"/>	# of AA, AS 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="492 [415-APALI + 77 IMPACT/AAPI]"/>	# of Students	<input type="text" value="2-IMPACT/AAPI; 0-APALI"/>	# of Staff
<input type="text" value="91 [25-APALI + 66 IMPACT/AAPI]"/>	# of Faculty		

b. Number of employees associated with the program?

<input type="text" value="0"/>	# of Students	<input type="text" value="5 [4-APALI + 1 IMPACT/AAPI]"/>	# of Faculty
<input type="text" value="2 [1-APALI + 1 IMPACT/AAPI]"/>	# of Staff	<input type="text" value="2-APALI"/>	# of 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):

http://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)

Explanation:	Program Review Data reveal that there has been an increase in the number of underrepresented students for the targeted populations mentioned above for the past three years. Underrepresented student enrollment has continued to increase for each successive year from 07/08 (1,309 students), 08/09 (1,604 students), and 09/10 (1,763 students) for an overall growth in Target Population by 35%, while the ratio of Targeted to Non-Targeted population remained about 30%.
--------------	---

2 Trends related to closing the student equity gap relative to college's stated goals: (refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	The equity gap b/w targeted and non-targeted students went from 13% in 07-08, to 8% in 08-09, to 12% in 09-10, so while uneven, the gap has narrowed overall the past three years. Similarly, Retention of targeted students over the same period has improved by 2%, compared to a 4% decline for the college overall, so ICS is headed in the right direction.
--------------	--

- 3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	A number of faculty teaching in Intercultural Studies have been actively involved in diversity-focused workshops sponsored by the Office of Professional and Organizational Development, the Office of Diversity, and IMPACT/ AAPI, and in national and local conferences, such as NCORE (meeting this spring in San Francisco) and the Teaching and Learning Conference (called the Partners in Learning Conference in 2011) at De Anza, all focused on successfully engaging underrepresented students. In addition, ICS has added a distance learning courses to its offerings, which allows for an increase of enrollment for less traditional populations.
--------------	---

- 4 Overall enrollment growth or decline of all student populations

Explanation:	For the period under review, ICS increased 38% in overall enrollment, compared to a 6% increase in overall enrollment for the college. This increase was achieved with a less than 1.5 increase in FTEF.
--------------	--

- 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:	1) Campus-wide, the end of funding for Strategic Planning in 2009. 2) For IMPACT/AAPI, the Explanation section below will describe program changes related to grant's goals.
---------	--

Explanation:	<p>1) The drop in enrollment of targeted students as well as the drop in targeted student success may be explained in part by the end of funding for Strategic planning that year, as there was also a more precipitous drop in the percent of targeted student enrollment and an increase in the equity gap at the College level that year as well.</p> <p>2) With the aim of increasing student fall-winter persistence, IMPACT AAPI implemented a new Student Intake Protocol that served 77 students. For the purposes of quantitative measurement, the New Student intake protocol was defined as taking the Noel-Levitz CSI, and then meeting with a counselor. Participants who only did one were not included in the data set. 77 AAPI students participated under this definition of the protocol (21 Filipino, 5 Pacific Islander, and 52 Southeast Asian students) in Fall 2009. Of the original 77 AAPI students, 74 returned for classes in Winter 2010 (19 Filipino, 5 Pacific Islander, 51 Southeast Asian), making for persistence rates of 90%, 100%, and 98%, respectively, and a persistence rate of 96% among our targeted AAPI groups overall. New Student and Parent College Open House (Saturday, May 22, 2010): The purpose of the Open House was to increase access to college for the targeted groups of low-income Filipino, Vietnamese, and Pacific Islander families. Out-reach for the event invited parents as well as prospective students. IMPACT AAPI's goal for the event was to enroll students from targeted AAPI groups into both the Summer Bridge program, which provides training in college success strategies, and the year-long First Year Experience (FYE) program, which incorporates success strategies into a coordinated academic program for new students. Outreach efforts during Spring 2010 resulted in interest cards (with contact information for future communication from IMPACT AAPI) from over 400 students. Summer Bridge: In Summer 2010, the Summer Bridge (SB) program enrolled 131 students, 45 of whom were students from the targeted AAPI groups. Of these 45 AAPI students, 42% were Southeast Asian, 52% were Filipino, and 7% were Pacific Islander. The overall success rate in this class was 95 percent; it was 98 percent success among the targeted AAPI groups. This more than exceeds the college average, and thus meets the success rate objective of the grant. First Year Experience: In Summer 2009, IMPACT AAPI started working with the First Year Experience Program (FYE) in order to develop culturally specific curriculum for the inclusion of targeted AANAPI (64% Filipino out of 52 students) students who participated in Summer Bridge 2009. College Readiness Among Filipino Students: Grant goal: By 2010, increase the percentage of Filipino students who enroll in pre-collegiate level English and then succeed in college-level English through grant-supported class sections with new culturally specific interventions to at least equal to that of the overall college average. Baseline: In Fall 2009 to Winter 2010, the all-college persistence rate from pre-collegiate English to success in degree-applicable English was 33%. Outcomes: Spr 09 - Fall 09 = 58%; Fall 09 - Win 10 = 90%; Win 10 - Spr 10 = 35% (all are greater than 33% baseline). Course Success Rates: We met our original grant goal of increasing the overall course success rates of Filipino, Southeast Asian and Pacific Islander students in grant-supported class sections to at least equal to the overall college course success rate. In the 2010 APALI class, the Filipino and Southeast Asian students exceeded the overall college success rate. (The Pacific Islander student sample size was</p>
--------------	--

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	We have steadily increased our overall enrollment and have made progress in closing the equity gap. Our department still needs to work closely with academic counselors/advisors to assure that first-time college students who are directed to our courses (that make up a large percentage of our courses) are aware that ICS courses are transfer-level courses and require both adequate preparation and an ongoing investment of time and energy. Additionally, we still need to do better marketing and outreach of our certificate and degree programs, initially by working closely with the campus Outreach Office and with the Institute of Community and Civic Engagement and their Youth Voices United for Change annual conference.
--------------	--

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

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 change
Impact:	N/A
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 change
Impact:	N/A
Explanation:	

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at:

<https://www.deanza.edu/slo>

A. For programs whose 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 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)

<input checked="" 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 type="checkbox"/>	NA	<input type="checkbox"/>	complete	<input type="checkbox"/>	in progress	<input type="checkbox"/>	scheduled 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?

100% of the department Full-Time faculty have been involved in one or more collaborative meetings on SLOACs/PLOACs, as well as many Part-Time faculty who constitute the majority of the departments FTEF. Lack of funding to compensate Part-Time faculty for their involvement in this work continues to be a limiting factor. NOTE: At the time of this report the ECMS-SLO Summary Report appears to be incomplete, so the 20% completion rate and the 38% in-progress rate are likely significantly lower than the actual rates.

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 result:		plan/enhancement:	Coordinated assessments of ICS courses for collaborative analysis of trends and strategies for improvement.
summarize result:		plan/enhancement:	

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)

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

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 type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> scheduled 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?

N/A

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 result:	N/A	plan/enhancement:	N/A
summarize result:		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: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

V. Resource requests include: staff, faculty, materials, "B" Budget, faculty 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"/> Replace	<input checked="" type="checkbox"/> Growth
Position:	Full-Time Faculty	
Department:	Asian American Studies	Contact person Michael Chang extension

- 1 Briefly state below 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:

Statement:	De Anza College has an Asian Pacific Islander American student population of more than 44% with 93,677 students in 2010. Many API students take one or more Asian American studies courses and a strong Asian American Studies program is one of the attractive features that distinguishes De Anza College among community colleges in the region. There is only one full-time instructor in Asian American studies, and the addition of another full-time instructor to this program can greatly increase De Anza's service and impact to this large student population and in particular to targeted groups such as Filipino, Pacific Islander, and Southeast Asian students.
------------	--

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

2010 FTE=0.70, PT/FTE=3.0, PT/FTEF=81%

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

N/A

- 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:

Primarily, increases in the enrollment, retention, and success of targeted groups such as Filipino, Pacific Islander, and Southeast Asian students.

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty 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.

1	Rank		Replace	√	Growth	
Item Description:		Additional Pay for an ICS Department Coordinator.				
Cost Estimate:						\$5,000.00
Contact person:		Edmundo Norte			extension	8443

- 1 Briefly state below 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:

Although Intercultural Studies continues to make progress on several fronts, the limitation of having no designated department coordinator do inhibit growth and strengthening of the program. Department-level work beyond teaching is done voluntarily, so there is inconsistent participation and support, and there is burn out among faculty who have volunteered in the past. Having "B" budget funds specifically for an ICS faculty coordinator responsible for efforts such as coordinating the development and assessment of SLOs/PLOs, leading program reviews, increasing outreach/visibility, organizing professional development events, and engaging in other related activities, would strengthen the program pedagogically, academically, socially, and administratively.

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

--

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

--

4 Please note: It is an expectation that all resource 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 to your program below:

Criteria:	Number of department business and professional development meetings convened and number of participants; number of SLOACs/PLOACs completed on schedule; number of outreach-related activities completed by department faculty; quarterly increases in department enrollment, retention, and success of targeted and non-targeted students.
-----------	--

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)

	Rank		Replace		Growth
Position:	See above.				
Department:					
Contact person:					extension

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:

For this Section VI, the Dean concurs with the Department Summary above in Section V.

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:

Criteria:	
-----------	--

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty 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.

Rank	Replace	Growth
Item Description:	Please see V. B. above. See also separate Dean's Summary.	
Cost Estimate:		
Contact person:		extension:

- 1 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:

Rational here:	See above.
----------------	------------

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

See above.

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

See above.

- 4 Please note: It is an expectation that all resources that are allocated (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 a Dean, may use to assess the effect of this additional staff/faculty position to your program below:

See above.
