

IPBT Annual Program Review Update

I. Program Description

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

☐	Basic Skills	☒	Cultural and Personal Enrichment
☐	Transfer	☒	Academic Support/Learning Resources
☒	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. # of Certificates of Achievement # of Certificates of Achievement-Advanced # of AA, AS Degrees2. 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?

 # of Students # of Staff # of Faculty

b. Number of employees associated with the program?

 # of Students # of Faculty # of Staff # 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)

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Explanation:	The Euphrat Museum of Art has made specific outreach to targeted groups, e.g. developed special projects for Puente, ¡LEAD!, and First Year Experience students, and offers the monthly First Thursday spoken word, poetry, and open mic events hosted by the Black Student Union and the Institute of Community and Civic Engagement. We bring in art, multiple artists, speakers, and programs directly related to each of these target populations, addressing issues and involving classes and individual students, e.g. involving students in bringing API artists on campus. The Euphrat involves De Anza students in working with at-risk children and youth through the Community Arts Mentorship Initiative, which engages De Anza College and the community through the Euphrat's exhibition programming, classes, projects, outreach, and Arts & Schools Program. E.g. student projects involve Euphrat/De Anza Art Days and School Recess Camps, connecting their experience with young students from communities with low college participation rates and exposing them to an exciting college environment at an early age. Many of the children and youth we work with are on track to attend De Anza when they graduate.
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:	Euphrat exhibitions and programs always include diverse perspectives and speak to the need, interests, and issues of our students and communities across disciplines. Targeted populations are integral to the program. Students from these populations approach us wanting to be more involved in the museum in a variety of capacities. The Euphrat's exhibitions, events, and programs help transform traditional classroom learning across disciplines and produce culturally aware creative learners.
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:	We continue to be an integral part of decreasing the student equity gap on campus, working with Institute for Community and Civic Engagement, classes like Pop Culture and Creative Minds, and multiple campus partners. We do specific outreach to students from the identified targeted populations by involving them through classes, exhibitions, programs, projects, events, and as student interns and volunteers. This outreach includes unusual outreach like bringing in a show on independent game development (curated with SJSU's CADRE Laboratory for New Media), providing game-development workshops, developing a "Honoring Our Ancestors" game with Puente students, moving into performance art and social media. We worked with DARE students to present their art, documentation, and a big activist performance for education. We have worked with IMASS students and MEChA on their goals. We will continue to combine student opportunities with off-campus groups and organizations, such as Silicon Valley De-Bug and the Columbia Neighborhood Center.
4	Overall enrollment growth or decline of all student populations
Explanation:	Our audience and student participation have grown with focused programming. We have built a wonderful new Euphrat, an impressive, unique, college-wide, community-wide structure, a model. The Euphrat contributes to the college's growth by prestige, the exciting opportunities it gives to students, the cachet on the resume. The Euphrat increases the reasons why students travel to get here or why they see De Anza as a quality affordable educational alternative for their first two years, leading to potential transfer to a top university.

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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:	
Explanation:	

- 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: The Euphrat's 2008-09 Comprehensive Program Review, Section I.C. stated the need for additional funding and staffing in order to realize the vision of an expanded program of art and civic engagement, increased attention to students, and more. In 2010-11 college funding for the Executive Director position was reduced to 60% and we did not receive a B budget. We redesigned programming with success. A key element of success has been in the expanded participation of students across disciplines, and the resounding commitment of support from the students. We have begun plans for future vitality, even given the prospect of zero funding from the college.

- 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.

☐ No significant change	
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.

☐ No significant change	
Impact:	
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)

☐ course-embedded ☐ surveys

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Other, describe here:	We will continue to assess program level outcomes through class visits, programs, events and depth of involvement, whether planning, speaking, organizing, reflection writing assignments, use of new technology/social media, community service, and/or unique projects. This relates to De Anza classes, clubs, as well individual student interns and volunteers. Comment sheets and evaluation forms are available and will be updated. Cumulative assessment of student learning takes place through displaying student projects throughout the year in the Come on Down! special projects area and in the annual student art show. Our website and use of social media will be increasingly important. http://www.deanza.edu/euphrat
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- 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 ☐ 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?

Both staff members participated in the updating and assessment of the Euphrat's SSLOs.

- 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:	Service Learning opportunities for classes and individual students.	plan/enhancement:	
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)

☐ 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 ☐ 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?

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- 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:	
summarize result:		plan/enhancement:	

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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)

1	Rank		Replace		Growth
Position:		Executive Director position, reduced contract, paid by outside raised funds short term. Top priority. This will allow transition to a new model. Long term some matching funding from the college is needed to maintain the strong instructional tie. Faculty support position(s) to be determined, with expertise connecting museum instruction with real-life funding models.			
Department:		Euphrat Museum of Art	Contact person	Jan Rindfleisch	extension 8836

- 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:	The Executive Director has developed and is critical to the Euphrat program, which ties directly to the college Mission and Core Competencies. Short-term, the ED can be funded from raised funds at a reduced contract. This will allow transition to a new model. Long term some level of matching funding from the college is needed to maintain the strong instructional tie.
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- 2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

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

A variety of assessment results support the need for this position, which has built the programming. From La Voz articles, to online presence, to written assignments, to video productions, to student projects, to student exhibitions, student presentations, and more. An impressive array of student learning and achievement.

- 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:

There is no Euphrat Museum without an ED, the only position dedicated to the core museum program. Continuation of this position (raised funds, reduced contract) sustains the Euphrat identity, prestige, credibility in the art world, with funders, with a wide range of community partners. This translates to real-life opportunities for students beyond the classroom.
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- 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

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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.

2	Rank		Replace		Growth
Item Description:		Some "B" budget for contract and student help, installation and office supplies and materials for exhibitions.			
Cost Estimate:		Contract and student help - c. \$5,000. Installation and office supplies - c. \$2,300.			
Contact person:		Jan Rindfleisch		extension	8836

- 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:

In 2010-11 the Euphrat did not receive any B budget at all. When the economic situation recovers, restoration of a B budget, some college funding for needed staff and installation supplies would help the Euphrat maintain and enhance vital programs that serve thousands of students each year.

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

N/A

- 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:

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)

1	Rank		Replace		Growth
Position:		Executive Director position, reduced contract, paid by outside raised funds short term. Top priority. This will allow transition to a new model. Long term some matching funding from the college is needed to maintain the strong instructional tie. Faculty support position(s) to be determined, with expertise connecting museum instruction with real-life funding models.			
Department:		Euphrat Museum of Art			
Contact person:		Jan Rindfleisch		extension	8836

- 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:

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The Executive Director is directly responsible for making the most effective use of the space as a model for student learning, with strong ties to campus mission and Core Competencies, working with Creative Arts and other divisions. At the same time, the ED works with others on developing a model of programming and fund development in a changing climate, uniting campus instructional programs, community (involvement, expertise, resources), and financial planning. Additional faculty with expertise in instruction and funding models would strengthen the museum long-term.

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

N/A

- 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:

The Executive Director works directly with students and classes and is essential for building the programs and exhibitions that serve thousands of De Anza students each year. Long term, additional faculty with expertise in instruction and funding models would strengthen the museum.

- 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:	The staff position requested is not an addition to the program. It is an essential position that is currently slated to lose college funding as of June 30, 2011. It is crucial that this key position (reduced contract, outside funding) continue 2011-2012. The Euphrat is a unique resource providing diverse learning opportunities for all students, including high-risk youth from underserved populations. The Euphrat brings prestige and attention to the college, part of the reason that many students travel long distances to get here or see De Anza as a great alternative to state colleges. To jeopardize or eliminate the program would be a tremendous loss for students, limiting their horizons and educational resources needed to have a competitive edge in higher education, the market place, and the public sphere. A loss for attracting students. A loss for the college, for faculty and staff we work with, for good community relations, because so many community people also have a stake in the Euphrat.
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- 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.

2	Rank		Replace		Growth
Item Description:		Some B budget for contract and student help, installation and office supplies and materials for exhibitions.			
Cost Estimate:		Contract and student help - c. \$5,000. Installation and office supplies - c. \$2,300.			
Contact person:		Jan Rindfleisch		extension:	8836

- 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:

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Rational here:	In 2010-11 the Euphrat did not receive any B budget at all. When the economic situation recovers, restoration of a B budget, some college funding for needed staff and installation supplies would help the Euphrat maintain and enhance vital programs that serve thousands of students each year.
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- 2 Highlight FTE, PR/FTE ratios and WSCH that support the request below:

N/A

- 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 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:

Bond money was used to build an exceptional museum. Basic college funding is needed at some point, so it should be planned for down the line. Additional contract and student help as well as installation and office supplies are needed. To meet the current and future challenges and opportunities the Euphrat must receive additional funding as the economic situation improves.