

IPBT Annual Program Review Update

I. Program Description

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

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|--|--|
| <input checked="" 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

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>CTE programs refer to CTE Program Review Addenda Reports: www.deanza.edu/gov/IPBT/resources.html

- | |
|--|
| <input type="text"/> # Certificates of Achievement |
| <input type="text"/> # Certificate of Achievement-Advanced |
| <input type="text"/> # 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"/> # Students | <input type="text"/> # Staff |
| <input type="text"/> # Faculty | |

b. Number of employees associated with the program?

- | | |
|---------------------------------|--|
| <input type="text"/> # Students | <input type="text"/> # 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

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

Explanation:	In the Geography department, the total number of students in the target group decreased by 20 from 242 in 2008-09, to 222 in 2009-10, which is a decline of 8% . Black students decreased by 1 from 31 to 30, Filipino students decreased by 18 from 73 to 55, a decrease of 32%, Hispanic students declined by 37 which is a 23% decrease, Pacific Islanders decreased by 9 (56% decrease) while Native American students doubled from 7 to 14. The overall decrease may have been due to a reduction in the total number of sections, particularly in the Fall quarter when our enrollment is usually the highest. For 2009-10, Geography offered 26 sections, a decline from 29 sections, offered in 2008-09.
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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

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Explanation:	For the year 2009-10, the percentage of students retained for the targeted group was 82% in comparison with the non-targeted group which was 84%, leaving us with a retention gap of 2%. We were successful in narrowing the retention gap to less than the 5% margin, which is the college goal. This is an improvement upon the 2008-09 year figures which showed a retention gap of 8% between the targeted and non-targeted groups. Overall retention improved from 76% in 08-09 to 82% in 09-10, which is a 6% increase. For student success, there is clearly a lot of work that needs to be done. The success rate for the targeted groups is 59% while that of the non-targeted group is 68% leaving a gap of 11%. The 2009-10 data show an improvement over the 2008-09 figures, when the success rate for the targeted groups was 52% while that of the non-targeted group was 66% leaving a gap of 14%.
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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, "Program Review Reports, 2009"

Explanation:	Faculty members of the department remain committed to student success and continue to participate in programs such as the Adjunct Skills program (through the Student Tutorial Center), First Year Experience (FYE) Program, Honors Program and in the division-wide efforts for cultural competency to reduce the success and retention rate gaps between targeted and non-targeted groups. We continue to take part in professional growth activities (such as the college-wide teaching and learning conference), in our efforts to become better teachers. We also work collaboratively with the California History Center, Euphrat Museum and the heritage month events on campus to enrich our students' learning experience.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	The total number of students who enrolled in Geography classes in 2009-10 year was 1,044 in comparison to 1,106 in 2008-2009, which shows a decline of 62, or 5.6%. This is possibly due to the reductions in the number of sections. As stated earlier, for 2009-10, Geography offered 26 sections, compared to 29 in 2008-09. However, the Geography department estimated enrollment data from the Office of Institutional Research for Winter 2011 shows growth when compared to Winter 2010. The number of sections increased from 7 to 8 when comparing Winter 2010 to estimated Winter 2011; the estimated WSCH increased by 212 from 1,448 to 1,660; the estimated FTES increased by 5 from 32 to 37 and the course enrollment increased from 362 to 415.
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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:	Creating course embedded SLOs for Geo 1 and Geo 4 courses.
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Explanation:	In response to the SLO and PLO requirements, department faculty are working to administer SLO and PLO assessments and surveys in their classes.
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- 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, "Program Review Reports, 2009"

Explanation:	The Geography department would like to expand curricular offerings and improve the level of support we offer our students, but that would be more feasible if we had more full time members in our department. As stated in response to Q #3 above, the department participates in the Adjunct Skills Program and the First Year Experience Program to improve success rates and reduce the equity gap non targeted and historically underrepresented student groups.
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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

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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 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 checked="" type="checkbox"/>	50% complete	<input checked="" type="checkbox"/>	25% in progress	<input checked="" type="checkbox"/>	25% 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?
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Last year, we completed SLO assessments and completed the SLOAC process for two of the three courses that we currently offer, GEO 1 and GEO 4. I used take-home assignments and essay questions on exams for SLO assessments in these courses. In preparation for the SLO assessments, I handed out to students detailed grading rubrics to help clarify the expectations and requirements for those assignments. A Geography of California, (GEO 5), is a new course which was articulated and renumbered as per CSU and UC requirements in 2010. Since the course has not been taught yet, we have not had the opportunity to assess SLOs for it. But, we have completed Phase II for GEO 5 indicating the methods we intend to use to administer the SLOs when we offer the course. As the only full-time faculty member in Geography, I have conducted all SLO assessments and completed SLOAC for the two classes that I teach. At this time, the department faculty, both full-time and part-time, are in the process of administering surveys in their classes to conduct Program Level Outcome (PLO) assessments for the department.

- 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:	PLOs are in progress	Plan/Enhancement:	Yet to be determined
summarize results:		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:	

- 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?

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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 results:		Plan/Enhancement:	
summarize results:		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: 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)

1	Rank	replacement	growth
	Position:	Full time faculty	
	Department :	Geography	Contact Person, ext. Purba Fernandez, ext. 8845

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:

During the 2008-11 comprehensive review cycle, the Geography department had 1 full-time faculty member (Purba Fernandez), one former full-time faculty member on Article 19 (Mick Sullivan), and adjunct faculty members. Since that time, Mick Sullivan has retired and I am the sole full-time faculty member, with 2 adjunct faculty in our department. Our department would like to expand our curricular offerings and improve the level of support we offer our students, but that would be more feasible if we had more full-time members (at least one additional full-time member), in our department.

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

The full-time FTEF for Geography was 1.00 in 2009-10, the percent full time FTEF was 50%. The productivity numbers for Geography was 692 for 2009-10 and the WSCH was 4,358 for that year.

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:

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

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.

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1	Rank	X	replacement		growth
Item Description:		White board (replacement for the chalkboard in L23, the Geography classroom)			
Cost Estimate :		\$400		Contact Person, ext.	Purba Fernandez, Ext. 8845

- 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:

The current chalkboard leaves the ELMO and the computer monitor in the classroom covered in chalkdust. The chalkboard has also aged considerably, so the blackboard is now a green colored board and is difficult to read, especially for students in the back of the classroom. The remaining items are described in the Program review budget, under Additional Resources requested for 2011.

- 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:

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- 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:

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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	replacement	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:

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

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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:

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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:

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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

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.	

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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: