

IPBT Annual Program Review Update

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/facebook/deanzadegrees/dadivisions.htm>

CTE programs also refer CTE Program Review Addenda report at

www.deanza.edu/gov/IPBT/resources.html; it will be posted by 3/14/11.

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

b. Number of employees associated with the program?

<input type="text"/> # of Students	<input type="text"/> # of Faculty
<input type="text"/> # of Staff	<input type="text"/> # of Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet" (refer to:

<http://research.fhda.edu/programreview/programreviews.htm>) Briefly, address student success data relative to your program by answering the items listed below:

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

Explanation:	Over the past 3 years, the Humanities program has experienced overall growth in both number of (from 546 – 709) and percentage of (from 20% - 22%) historically underrepresented students. This growth peaked in fiscal year 2008-09 with 848 underrepresented students representing 23% of our total student population. Enrollment by African Ancestry and Filipino students account for most of this growth. This growth is at least partially due the participation by the Humanities department in the Sankofa and FYE programs. Enrollment by Pacific Islander students remained steady. Enrollment by Latino students dropped 1%.
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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)

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Explanation:	Over the past 3 years, the Humanities program has experienced a 2 % increase in retention of targeted groups and a 1% decrease in retention of non targeted groups (1% decrease of total student population), as well as a 1% increase in success rates for targeted groups and a 5% decrease in success rates for non targeted groups (4% decrease for total student population). This means that targeted groups have been having better success and retention rates in our courses within a context of overall decreases in the overall student population. These statistics indicate that our equity gap in student success has closed from 15% to 10% in three years (please note that the closing of this gap is occurring from both directions).
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- 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?

Explanation:	It is possible that the rising retention and success rate for targeted populations is partially due the participation by the Humanities department in the Sankofa and FYE programs mentioned above. Most of the strategies for student success and concerns about student preparedness profiled in the Humanities program's 2008 Program Review section III.B should in theory be beneficial to all student populations. This means that either the basic assumptions around improving student retention and success are flawed or that something else is contributing to the overall decreases. We are curious that the overall decreases in student retention and success for Humanities courses is mirrored in the college as a whole. If so, then we might speculate that something outside of our classrooms could be contributing to the lowering of success and retention rates, like greater economic pressures in an economic downturn or a shift in students' basic skills. If the overall decreases in student retention and success are unique to Humanities courses, then a careful inquiry into why this could be occurring should occur. It is possible that Humanities courses are not doing an effective a job at assisting students in building the basic skills they need for success in our classrooms and beyond. We may also need to make more effective use of student support services and community building programs.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Over the past 3 years, the Humanities program has experienced overall growth, from 2657 students to 3214 students, a 20% increase. This growth peaked in fiscal year 2008-09 with 3645 students. Please note that this 20% overall growth was accomplished with an increase in only 6% FTEF, indicating strong increase in productivity. Also note that the growth peak in 2008-09 represented a 37% growth with 15% greater FTES. The reason for the decline in growth and FTES from 2008-09 to 2009-10 was a required reduction in course sections because of college budget constraints.
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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:	No Changes
Explanation:	

- C. Based on the 2008 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.

Explanation:	The Humanities 2008 Program Review I.C indicated 3 main areas for improvement. 1. We have succeeded in serving greater numbers of students (with higher productivity). 2. We have been unsuccessful in improving retention and success rates for our total student populations, but have been successful in improving retention and success rates for our targeted populations. 3. We have closed the equity gaps in success and retention between targeted and non targeted student groups from 15% to 10%.
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see: www.deanza.edu/gov/IPBT/resources.html, "CTE Program Review Addenda" link (will be available after 3/13/11).

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Identify any significant trends that may affect your program relative to:

- 1 Curriculum content, scheduling of services or courses
- 2 Future plans for your program e.g. enrollment management plans?

☐ No significant change, mark this box

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, mark this box

Impact:

Explanation:

III. Select IIIA or IIIB below: (Note instructions and materials for this section will be given at the March 11th and 16th workshops, see www.deanza.edu/slo "Closing the loop..." Contact SLO Coordinators: Mary Pape or Tono Ramirez for more information.)

- A. For programs whose primarily align to the ICCs: attach the 2010-11 "PLO to ICC Matching" sheet(s) and "PLO Assessment Planning Calendar "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:

Survey questions for both PLOs were administered as qualitative writing exercises in the final week of the quarter in all Humanities courses during Winter 2011. The comprehensive qualitative summary will be completed and entered, if possible, into ECMS during Spring 2011.

- 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?

All full-time faculty and a majority of part-time faculty participated in the writing of the course SLOs for our department. The SLO assessments were designed and completed by the primary instructors (who teach a majority of the sections) for each course. Primary instructors are generally full-time faculty, however a number of our course assessments were designed and completed by part-time faculty. In each case, between 60 and 100% of all students enrolled in all sections of the course during the assessment period participated in the assessment. We have been successful in completed assessments in 100% of our courses.

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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:	Following the completion of the comprehensive summary for both PLOs, our department plans to meet late in Spring 2011 to develop program enhancements that do not require additional resources. If ECMS offers the opportunity to document these enhancements, we will profile and track them in this manner.	plan/enhancement:	
summarize result:		plan/enhancement:	

- B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "PLO to Strategic Initiative Matching" sheet(s) and "PLO Assessment Calendar" 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:

<input type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> scheduled 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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- 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 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

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 type="checkbox"/> Growth
Position:		
Department:	Contact person	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:

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

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, 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.

<input type="checkbox"/> Rank	<input checked="" type="checkbox"/> Replace	<input checked="" type="checkbox"/> Growth
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	No specific materials requested. However, our department would like continued access to SMART flat classrooms (with 35 and 70 seat counts) with movable chairs/tables. It is our strong belief that SMART technology facilitates retention and success for students with multiple learning styles and intelligences and helps in the development of learning pedagogies that are varied and dynamic. In addition, we believe that movable chairs/table facilitate the development of community in our courses, which leads to greater success and retention, specifically in targeted underrepresented student populations.	
Item Description:		
Cost Estimate:		
Contact person:		extension

- 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:

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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 outcome assessment results that support the program need for this resource below:

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- 4 Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review, CPR, will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria within the next CPR. 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:	
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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		Replace		Growth
Position:					
Department:					

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Contact person:		extension	
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- 1 In addition to the Department's rationale and from a dean's perspective, briefly state how the addition of this employee will 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/plans below:

Nothing submitted.

- 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:		
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:

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

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- 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 (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: