

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.edu/factbook/deanzadegrees/dadivisions.htm>CTE programs refer to CTE Program Review Addenda Reports: 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="checkbox"/> # Students | <input type="checkbox"/> # Staff |
| <input type="checkbox"/> # Faculty | |

b. Number of employees associated with the program?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> # Students | <input type="checkbox"/> # Faculty |
| <input type="checkbox"/> # Staff | <input type="checkbox"/> # 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:	Looking at targeted and not targeted populations, the Political Science Department shows an overall increase in the number of targeted students served from 2007-08 to 2009-10 (734 to 765), but this is a declining percentage of students served by the Department (23% to 22%). Disaggregated along the lines of the above indicated groups in terms of enrollment numbers expressed in percentages, we see the following: (a) Latina/o (Hispanic) -- 14% for 2007-08 and 2008-09, and a decline to 12% for 2009-10; (b) African Ancestry (Black), a slight decline from 4% in 2007-08 to 3% for 2008-09 and 2009-10; (c) Pacific Islander a constant 1% for 2007-08, 2008-09, 2009-10; and (d) Filipino an increase from 5% in 2007-08 to 7% in 2008-09 to 6% in 2009-10.
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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:	De Anza College is committed to closing the gap between targeted and not targeted groups in a broad range of areas, including access and retention, and persistence, degrees, certificates and transfer rates. The above section touches on access in terms of enrollment numbers. This part examines the Department's efforts in terms of success and retention. Looking first at the aggregate data on success, the gap between targeted and not targeted students remains significant. The success gap between targeted and not targeted groups remained at 12%. The Department's record on retention meets the college's equity goals of less than 5%, but here too, there is room for improvement. The Department had a 2% gap in retention between targeted and not targeted groups in 2007-08, which increased to 4% in 2009-10. If we examine the gap between success and retention by ethnic group as compared to the total for the 2007-2010 period, we see the following: (a) the gap between the Latina/o (Hispanic) success rate and the total was 7%, 10%, 7%; the retention gap was 0%, 2%, and 2%; (b) the gap between the African Ancestry (Black) success rate and the total was 14%, 4%, and 12%; the retention gap was 5%, 1%, and 1%; (c) the gap between the Pacific Islander success rate and the total was 20%, 9%, and 6%; the retention gap was 1%, 10%, and 1%; and (d) the gap between the Filipino success rate and the total was 12%, 12%, and 17%; the retention gap was 3%, 7%, and 7%.
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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:	The Department identified key factors (Program Review 2009) shaping student success, including: socioeconomic status, class; skills preparation; work/family obligations; "studenthood"; variety of talents, perspectives, intelligences; and alienation from politics and/or civic engagement. The Department continues to use reasonably priced course materials; to promote skills development and awareness regarding the range of support services on campus; and to engage students in community service learning, civic engagement, and politics. As indicated by the above numbers regarding the persistent gap between targeted and not targeted groups, the Department has significant work to do in closing the success gap, despite its better record on retention.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	The Department increased its enrollment by 13% between 2007-08 to 2009-10.
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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?

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Change:	The Department has adopted SLOs for all classes and is in the process of completing SLOACs for all classes by Spring 2011. It has adopted Program Level Outcomes (PLOs) and will begin implementing PLOACs in the next academic year. The Department also plans to adopt the Transfer Model Curriculum (TMC) in Spring 2011.
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, "Program Review Reports, 2009"

Explanation:	The Department is continuing to work across all the dimensions it has identified as important in shaping retention and success, and continues to work on closing the success gap.
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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:		The current plan is to use course-embedded Student Learning Outcomes Assessment Cycles (SLOACs) as the basis for Program Level Outcome Assessment Cycles (PLOACs) (see attached PLO assessment plan document). At the same time, the Department is discussing the development of a survey instrument to be used in tandem with course-level SLOACs.	

- 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 ☒ 57% complete ☒ 43% in progress ☐ 0% 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?

The Department's three full-time faculty have all engaged in the outcomes assessment process. Adjuncts have contributed to discussions of SLOs, PLOs, and assessments. The Department wants adjuncts to engage in SLOACs and PLOACs, but feels they should be compensated for their participation in this activity.

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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:	PLOACs not yet completed	Plan/Enhancement:	
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:
(needed)

(copy this section as

<input type="checkbox"/>	Rank	<input checked="" type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:		Full-time Instructor	
Department :		Political Science	Contact Person, ext. Bob Stockwell, x8382

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:

The Department had a growth position hire in 2007. In 2008, one of four full-timers retired. The position was not replaced in 2008-09, 2009-10, or 2010-11, and will not be replaced this year given the current budget situation. Nevertheless, the need remains. The Department is committed to working on its equity record with regard to success, and believes this agenda, as well as the integrity of the program and the number of sections the Department could offer, will be advanced by the hire of a full-time faculty member. This should not be understood to minimize the Department's commitment to obtaining support for adjunct compensation for participation in SLOAC and PLOAC work, or for the Department's ongoing need for flat, smart classrooms with moveable desks.

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

From 2007-08 to 2009-10, the Department increased enrollment and WSCH by 13%, and Productivity increased by 24%. All the while, our Full-time FTEF declined 0.6, Total FTEF declined 1.0, and our section numbers declined by one.

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

The Department does not yet have PLO assessments, but hiring a full-time faculty would advance these efforts and others the Department has or would like to undertake.

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:

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The Department will be engaged in PLOACs, ongoing SLOACs, and developing a survey instrument to complement the course-embedded measures. The hiring of an additional full-time faculty member should assist the Department in engaging in the assessment work.

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.

Rank	replacement	growth
Item Description:		
Cost Estimate :		Contact Person, ext.

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:

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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:

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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: