

I. Program Description

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

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|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <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

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

b. Number of employees associated with the program?

- | | | | |
|--------------------------|---------------|--------------------------|------------------------|
| <input type="checkbox"/> | # of Students | <input type="checkbox"/> | # of Faculty |
| <input type="checkbox"/> | # of Staff | <input type="checkbox"/> | # 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:	From AY 07-08 to 09-10 the enrollment of Targeted students in Global Studies courses has grown from 123 to 192, a 64% increase. Still, faculty aim to attract and retain more underrepresented students by actively engaging and linking with appropriate campus programs, such as Puente, Lead, and Impact /AAPI, Sankofa, and iMass.
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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)

Explanation:	The Global Studies Program has been expanded in recent years to include diverse topics in curricula, such as an Arts of Africa class, to help attract and retain students of color. World Art History faculty teaching in International Studies have been actively involved in workshops, such as events through IMPACT AAPI, and national and local conferences, such as NCORE, and workshops offered by the Office of Diversity and the Office of Professional and Organizational Development, including the Teaching and Learning Conference at De Anza, all focused on successfully engaging underrepresented students.
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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? See:

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

Explanation:	The Global Studies Program has made significant progress in closing the student equity gap for underrepresented student populations overall. In AY 2006-07 there was a 33% equity gap, that narrowed to 12% in 2007-08, to 11% in 2008-09, but then increased to 17% in 2009-10. Faculty recognize more work is needed and they are working to close the equity gap and will pursue those professional development activities noted in the section above .
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Substantial growth has been shown for International Studies classes in the Global Studies Program. Enrollment has more than doubled since 2005-06, from 766 up to 1,031 in 2007-08, to 1,580 in 2009-10. This growth has continued despite the cuts in sections made over the last year due to 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 were necessary.
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Explanation:	
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- 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 Global Studies Program is composed of course requirements and electives in several Divisions across campus (IIS, Social Sciences and Creative Arts) and, as a result (and due to a transition in leadership in the IIS Division), course data and narratives addressing areas of improvement were documented in Program Reviews in other Divisions. For example, World Art History courses currently part of the Global Studies Program were documented in the 2008-09 Program Review for Arts (the courses are cross-listed with the Art Department), the main area of improvement suggested for the Art History Program was implementation of current technology appropriate for class instruction in a new state-of-the-art Art History classroom. Faculty dedicated many hours of work to convert class lessons from slide to digital imagery, incorporate online sources, develop faculty websites with online reading and resources as well as devoting time to working with Part-time World Art History (International Studies) instructors and ETS staff to make the new VPAC classroom a success. Other areas for improvement included the need for continuation of faculty participation in campus activities devoted to student success. Faculty involvement in such programs is noted above. The Global Studies Program was developed under the leadership of the former Dean for IIS (Duane Kubo) as an interdisciplinary program. The Program will now continue under the current Dean, Edmundo Norte, and International Studies faculty, who will compile Program Review data. Because of its interdisciplinary perspective, this program requires no additional funding from the college as the courses in this program are established requirements in other certificate and degree programs on campus.
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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

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:	
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:	
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:		Program level outcomes will be incorporated into International Studies course syllabii, content and assessment. Surveys will be used in selected INTL courses to assess the success of the outcomes.	

- 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?

International Studies Faculty, such as World History and Art History instructors, have engaged in discussion in order to create and begin assessing data in the SLOAC process. For example, all SLOs for World Art History courses have been written, data has been posted and the SLOAC process completed for several SLOs in various World Art History courses.

- 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:	Successful use of rubrics in 10 World Art History sections.	plan/enhancement:	Several World Art History faculty met and discussed implementing the use of instructional rubrics to aid student retention and success.
summarize result:	Data collected for successful completion of research paper assignments in 8 World Art History sections.	plan/enhancement:	Several World Art History faculty met and discussed the collection and use of data to assess the success rate of students' completion of research paper assignments.

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?

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:	

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 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 type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Item Description:					
Program Coordinator					
Cost Estimate:					\$5,000
Contact person:				extension	
Edmundo Norte				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 Global Studies/International Studies has made progress, the limitations do inhibit growth and strengthening of the program. Department-level work beyond teaching is done voluntarily, so there is inconsistent participation and support, and when there is, burn out is an impending reality. By having a "B" budget specifically for the Global Studies program, we can compensate a faculty coordinator to help lead the efforts such as developing and assessing SLOs/PLOs, conducting program reviews, increasing visibility, organizing events, and engaging in other activities that 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:

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:					
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:

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:	
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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.

<input type="checkbox"/>	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	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:	
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- 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:

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- 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:

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