

**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

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](http://www.deanza.edu/gov/IPBT/resources.html)

- 1  # of Certificates of Achievement  
 # of Certificates of Achievement-Advanced  
 # 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](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:	Overall, the success percentage for underrepresented groups in History classes is roughly equivalent, with some variation, in the two new years (2008-09 & 09-10) for which we have data from the three years covered in the last complete Program Review. Eg, 2008-09 saw success percentage increases for Blacks, Filipinos, and Hispanic students to 63%, 62%, and 61% respectively, from 57, 57, and 56% in 2007-08. But in 2009-10, blacks and Filipinos success percentages declined back to 56 and 57, while Hispanics' success climbed further to 63%. We do not understand the causes of such fluctuations.
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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 History department is well aware of the need to increase its student success rates for all, but particularly underrepresented student groups. While our department's unusually great strengths are in such areas as History's great number and variety of course offerings and high numbers in enrollment, WSCH, and productivity, perhaps our greatest continuing challenge is improving our student success and equity results. We have wrestled with this problem for years and will continue to redouble our efforts and creativity in seeking ways to bridge our students' significant achievement gaps.
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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](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	Goals in our 2008 Comprehensive Program Review included encouraging faculty participation in such programs as Early Alert Intervention, Adjunct Study Skills, and Tutorial Assistance for increasing our at-risk students' chances of success. We are pleased that an increasing number of History faculty have worked to increase the availability of these services to their students.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	In the two years 2008-09 and 2009-10 of statistics available since the last comprehensive review, we either grew or stayed about the same as 2007-08, in numbers of all students served. While history enrollment in 2007-08 was 5,763, it grew to 6,589 in `08-09, then returned to 6, 872 in `09-10. In a like pattern, WSCH was 27,948 in 2007-08 , 29,036 in `08-09, and 27,959 in `09-10.
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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?

Change:	When our department learned that several CSU and UC institutions have changed their writing requirements criteria for courses to transfer to them, we worked with Articulation Officer Renee Augenstein to create new department-wide guidelines for writing requirements in all De Anza History courses.
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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](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	Comprehensive Program Review: the need to increase student success rates, especially in underrepresented populations. Our goals to address this included encouraging faculty participation in such programs as Early Alert Intervention, Adjunct Study Skills, and Tutorial Assistance for increasing under-prepared at risk students' chances of success. We are pleased to report that an in increasing number of our faculty have worked to significantly increase the availability of these services to students.
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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](http://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](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 type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here: <span style="background-color: yellow; display: inline-block; width: 400px; height: 15px;"></span>	

- 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      |      8% complete      8% in progress      70% | 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?

Level of department engagement has been good overall, with a couple exceptions. There has been considerable collective input in designing assessment tool for example, and analyzing their results.
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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:	We are generally pleased with what our SLOAC assessments are telling us out students' accomplishment of our course SLOs.	plan/enhancement:	We are still digesting and discussing what changes if any should be instituted in our program based on these results.
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summarize result:		plan/enhancement:	
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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 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 type="checkbox"/> complete	<input checked="" type="checkbox"/> Most of our courses. in progress	<input type="checkbox"/> All 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?

Level of engagement in PLO work has been excellent. We already conducted PLO surveys in 21 separate sections during Winter Quarter, equivalent to over 30 sections with concurrent sections weighted.
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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:	Good student achievement of PLO.	plan/enhancement:	Still being evaluated.
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](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:
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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 staff/faculty position to your program below:

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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](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:	DVDs		
Cost Estimate:			\$1,500
Contact person:	D. Howard-Pitney, Chair	extension	8559

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:

Enrichening classroom teaching tool
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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 (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:	
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**Dean's Summary**

**VI. 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	
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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:

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](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:	
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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: