I.   Program Description

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

x	Basic Skills	x	Cultural and Personal Enrichment
x	Transfer		Academic Support/Learning Resources
	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*

	# Certificates of Achievement
	# Certificate of Achievement-Advanced
x	# 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?

	# Students		# Staff
	# Faculty		

b.   Number of employees associated with the program?

	# Students		# Faculty
	# Staff		# 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/De AnzaProgramReviewDiv/htm

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

Explanation:	The English Department's Writing (EWRT) and Literature (ELIT) programs experienced either steady or increased enrollment among all targeted and most non-targeted populations during 2009-2010. Notably, both overall population and success rates went up for Filipino/a students taking EWRT courses. In 2008-2009, 701 Filipino/a students succeeded at a 73% rate; in 2009-2010, 811 Filipino/a students succeeded at a 76% rate.
	A more than 300% spike in 2009-2010 of students self-identified in the "Other " ethnic category, in addition to a 50% spike in those self-identifying as "unrecorded"—makes it difficult to do analysis of some of our data since these changes imply significant alterations made to the questionnaire.
	For example, in ELIT for 2009-2010, 12% of students self-identified as "other," compared to 5% in 2008-2009 and 3% in 2007-2008. These students (whoever they are) had considerably improved (5-6% higher) retention and success rates in 2009-2010 over 2008-2009, by far the most significant change in Lit program demographic data. But who are these students, and from which of our other categories is their data now missing?
	In EWRT, those in the "other" category made equally notable gains between 2008-2009 and 2009-2010. Black EWRT enrollment in 2009-2010 was 448 or 3% of the

	total—whereas in 2008/2009, black enrollment was 463 or 4% of the total. But during the same year, "other" identified students increased from 367 (3%) total to 1,172 (9%) total, and "unrecorded" from 993 (8%) to 1,447 (11%) total. In other words, it is impossible to say that our African American population decreased since it likely that many chose to self-identify as "other" or "unrecorded"—perhaps some are mixed race or of African/ middle eastern decent? So although our black enrollment went down a percentage point in 2009-2010—and our Hispanic enrollment went down from 14% to 12% during the same period—it's impossible to analyze that data as having any meaning since many of these students likely chose "other" or "unrecorded."

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

Explanation:	

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:	1. In his 2008-2009 Program Review, Chair Tim Shively noted that the department needed to continue to work in the areas of retention and success, especially as related to equity goals. As stated above, we continue to vigorously address success and equity simultaneously through our hiring, support services, innovations, instructional training, and such culturally targeted cohort program as Sankofa, First Year Experience, Impact AAPI, CREM, Puente, and LEAD. Also, as stated above, we are piloting innovations including EWRT 200 portfolios (based on the ongoing success of the EWRT/ LART 211 portfolio program) and diagnostics meant to facilitate more refined instructional planning and targeted, module-based academic/tutorial support services. 2. During the past two years the Department has also made significant progress within the SLOAC process, allowing teams to discuss and assess programs, courses, and assignments in relation to outcomes. This has lead to a more lively awareness regarding what constitutes success in our various programs and courses.

4   Overall enrollment growth or decline of all student populations

Explanation:	

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:	
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:	

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.

      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.

	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)

x	course-embedded	x	surveys
Other, describe here:	The English Department has written and planned assessment for its program level outcomes. We've tried to set up a PLO strategy that allows us to assess for effective teaching of competence as well as mastery. As of this first PLO iteration, we have set up the following program level outcomes (assessment plans in parentheses): 1) Use critical thinking to analyze texts representing multiple genres including non-fiction, fiction, poetry, drama, and film. (Assess using interpretive and analytical essays, in EWRT 1B, 1C, and 2, starting in Fall of 2012) 2) Understand and effectively engage the full writing process to respond to assignments and develop, refine, and communicate ideas. (Assess using revisions and portfolios, in EWRT 200 & 211, starting in Fall of 2011) 3) Compose sound, well developed, and effectively organized essays including in-class essays, arguments, and essays incorporating research. (Assess using interpretive and analytical essays and portfolios, in EWRT 211, 1A, and 1B, starting in Fall of 2012) 4) Synthesize historical, formal, and critical ideas in interpreting and responding to a text. (Assess using exams and quizzes in EWRT 1C and ELIT 11 starting in Fall of 2012) 5) Demonstrate awareness of diverse social and cultural perspectives by reading and responding to a range of literary texts. (Assess using class presentations and interpretive and analytical essays, in ELIT 10 and EWRT 1A and 2, starting in Fall of 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	20%	complete	60%	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?

The English department, between its literature, creative writing and composition components, offers 32 courses, so the challenges in creating teams and team leaders—along with 32 separate yet parallel discussions and assessment processes, has been considerable. We've had needed buy-in to the SLOAC process across the board in 2010-2011 from both full time and key part time faculty, the latter especially vital in a department in

which nine courses are taught only once a year, often by part timers. Mandatory fall flex day in September of 2010 and the convocation flex day on April 15th 2011 (20 attendees) allowed English teams to catch up in planning and initiating SLOACs. SLOAC discussions are now integrated into all of our ongoing discussions about teaching at every level, especially through the composition series (EWRT 200, 211, 1A, 1B, 1C, and 2) where teams are being especially active and innovative.

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:	

B.   For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: 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		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 results:		Plan/Enhancement:	
summarize results:		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: *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 <u>faculty and/or staff requests</u> below in ranked order: (copy this section as needed)

	Rank		replacement		growth
Position:					
Department :			Contact Person, ext.		

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:

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, 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:

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 resource upon your program below:

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:

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:

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.	

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: