

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 # 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

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

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| Explanation: | There was a mild 4% decline in the underrepresented populations in the year 09-10 which had increased from 1437 in 07-08 to 1,674 in 08-09. The 09-10 level drop may represent a return to the running baseline average. This decline also is based on the percent total students which also increased in 09-10 with the largest part of that increase expressed in the non-targeted populations. |
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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: | The success rates remained constant in the 09-10 year and 6% up from the low at 60%, also the overall retention rates continued to increase from 82 % in 07-08, to 85% in 08-09 and 87% in 09-10. |
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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"

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| Explanation: | The equity gap has been reduced along with the drop rates from 18% in 07-08 to 15% in 08-09 and 13% in 09-10. Retention increased from 82% in 07-08 to 85% in 08-09 and 88% in 09-10. |
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4 Overall enrollment growth or decline of all student populations

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| Explanation: | Overall enrollment growth in Psychology has been fairly dramatic going from 5,495 in 2007 to 6,665 in 2010. This along with the correlated increase in overall success across the entire program for the years included is very gratifying. Psychology as a program is the most productive and highly enrolled department at De Anza College. |
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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 Psychology program did reduce the total number of course offerings and most problematic in this category would be the reduction of Psychology 2 being offered only one time per year, representing a 50% reduction. Our goal is to return to the Psychology 2 twice a year format and to offer Psychology 15, 9 and 24 more frequently day and night. |
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| Explanation: | |
|--------------|--|

- 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 improvements were seen overall in total enrollment, retention, and success in both targeted and nontargeted groups. New course offerings were put on hold, however, curriculum updates were accomplished and Psychology of Women was changed to Psychology of Gender. |
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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.

| | |
|-----------------------|--|
| No significant change | |
|-----------------------|--|

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| Impact: | The most significant curriculum content change has been the reduction in the number of experimental courses offered. It is our hope to increase the offerings of the experimental courses either Psychology 2 or 3. Psychology 3 is an excellent candidate for increased offering as it has been approved for D9 area breadth requirement CSUGE breadth and area 41 for IGETC. Psychology 2 would also be very helpful to fill out the curriculum as we will be submitting an a current NSF technology grant for an equipment upgrade for the animal laboratory. |
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Explanation: The NSF grant would be an excellent opportunity to upgrade out experimental lab which has not been significantly upgraded in 10-15 years. De Anza College, would submit the proposal with its partner AfaSci Research Laboratory (Redwood City, CA) to the NSF Advanced Technological Education (ATE) grant program. The goal is to update equipment used in psychology classes and to integrate this new equipment into the laboratory curriculum. The Psychology Department at De Anza College has a track record of offering laboratory courses involving animal behavior monitoring. However, the equipment for these courses is from the 1940s and 1950s. This college is in the heart of Silicon Valley but its psychology laboratories have very outdated equipment. AfaSci Research Laboratory designs and builds equipment for animal behavior monitoring and this equipment is being used in current biomedical experiments. The AfaSci SmartCage™ System provides a safe, noninvasive living environment for lab animals and acts as an observatory for behavioral science. It could easily be adapted to the psychology labs at De Anza. The SmartCage™ System is simple to set up, has a small footprint (20.5 in X 11.1 in for the rat cage) and is modular so it can be adapted to many behavioral experiments.

- 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>

- 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)

course-embedded surveys

Other, describe here: Course embedded assignments will assess the methodology competence for courses in the experimental classes as well as psychology 6, 15 and 24,

- 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 25% complete 50% in progress 25% 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 fulltime staff are fully engaged with 70% of Adjunct faculty contributing.

- 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: | Primarily the testing of methodology competence is built into the curriculum and assessment will require examination of these data. | plan/enhancement: | |
| summarize result: | | 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)

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|---|----------------------------------|
| <input checked="" 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"/> 25% complete | <input type="checkbox"/> 50% in progress | <input type="checkbox"/> 25% 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?

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| The assessment has picked up speed with more adjunct faculty involved and contributing their findings along with the full-time staff teaching core courses not taught by the adjunct staff. The reverse is also the case as the adjuncts will be vital to the evaluation completion of some courses not often taught by the full-time faculty. |
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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: | |

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: | Psychology | Contact person: Charles Ramskov extension: 8853 |

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: N/A

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:

N/A

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:

N/A

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.

| | | | | | |
|-------------------|------|---|---------|-----------|----------|
| 1 | Rank | X | Replace | | Growth |
| Item Description: | | 7 Dell laptop batteries for the wireless Psychology Laboratory. | | | |
| Cost Estimate: | | | | | \$650.00 |
| Contact person: | | Call Tech | | extension | 5827 |

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:

The lab just received 12 new Mac laptops for the upgrade and we need to maintain the usability of the & PC computers in order to service the student populations typical in Psychoogy 2, 3, 15, 24, and 8.

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:

The methodology research done by students to become proficient in experimentation and research application requires full use of the psychology wireless laboratory.

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: Equal student access to equipment.

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 |

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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|-----------|--|
| 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.

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