**Instructions on how to use this document:**

1. Read the program reviews from Physical Educational & Athletics Division and Social Sciences and Humanities Division (You have been assigned 3 departments to review below. You’re more than welcome to review other departments’ program reviews).
   1. Khoa: Administration of Justice, Anthro, Child Dev
   2. Randy: Econ, Geography, History
   3. Mary: Humanities, Paralegal, Philosophy
   4. Salvador: Poli Sci, Psychology, Sociology
   5. Debbie: Can you kindly review Athletics and Kinesiology? 😀
2. Type commendations, recommendations and questions in the sections where you think they will fit. Make sure to put your initials at the beginning of your comments.
3. On Tuesday, 11/29, we can share out in the breakout rooms and add additional notes/questions accordingly. We can clean up the document after next week’s meeting and share it with IPBT co-chairs.

Link to the Program Reviews: <https://www.deanza.edu/gov/ipbt/program_review_files.html>

Link to Program Review data sheets and Hiring data: <https://www.deanza.edu/gov/ipbt/facultyhiring.html>

**Program Review Feedback Trial Rubric for Kinesiology**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Program has an Associate’s Degree for Transfer in Kinesiology | The program review for Athletics and Kinesiology have similar responses. Both program reviews state 68.7% of courses are taught by FT faculty and FTEF for 20/21 is 7.2% (should be 7.2?). Are they the same department or did the program reviews not separate out the data for Athletics and for Kinesiology? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Number of awards increased from 33 to 46 AD-T's this past year in Kinesiology  Department has had meetings to learn about strategies for black athletes to overcome barriers. | Enrollment has been declining. What is the current enrollment and is the enrollment coming back up now?  How will AB 928 impact enrollment?  What is the “1820” funding? Does the department mean “1320” funding? Even if there is funding for adjuncts, will there be extra teaching assignments available especially with impact of AB 928? Will there be enough teaching assignments for the current FT faculty to make load? |
| III. Equity  How is the program working to address college wide equity goals? | # of AD-T awards has increased.  Success rates in underrepresented groups are higher than the rest of the college. | Within the kinesiology program, what is the equity gap? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | n/a | n/a |
| V. Resource Requests  How did the resources requested help the program address their equity goals? | Embedded FT counselor who fosters a welcoming environment. |  |

**Program Review Feedback Trial Rubric for Athletics**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | The department has an embedded FT counselor and has two cohorts, REACH and FAST. | Would it be more appropriate to classify the department as general education or personal enrichment since Athletics does not offer certificates or degrees?  The program review for Athletics and Kinesiology have similar responses. Both program reviews state 68.7% of courses are taught by FT faculty. Are they the same department? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | The department has higher enrollments from African American, Latinx and Pacific Islander student groups compared to the college.  Enrollments in Athletics has remained consistent. Considering that we have been dealing with COVID restrictions the last two years, this is a remarkable feat. |  |
| III. Equity  How is the program working to address college wide equity goals? | One of the cohorts, FAST, reaches out to low-income students and helps these students with college funding.  The department has higher success rates with disproportionately impacted groups compared to the college as a whole.  Faculty using zero cost textbooks. Faculty meeting to look at best practices in helping black male students’ overcome barriers in academic success. | What do FAST and REACH stand for? Are there certain groups of students that these cohorts attract?  Within the program, what is the equity gap between disproportionately impacted groups and non-disproportionately impacted groups?  The program reviews refer to the division success rates, but what are the departmental success rates? What are the success rates in theory classes vs. Activity classes? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | n/a | n/a |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | Is there enough teaching load for another FT track and field head coach? Do the coaches also teach PE classes? I would recommend that the department look into hiring a PT coach instead of a FT coach and wait to see how AB 928 impacts the teaching load for faculty. |

**Program Review Feedback Trial Rubric for Administration of Justice**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Enrollment, # of sections, fill rates have increased since 2018.  The program has developed 2 new Certificates of Achievement-Advanced. | While other numbers have increased, success rates have decreased. Besides what are mentioned in the PR, how does the department, as a whole, plan to address this issue?  After hiring a new FT/Tenure-track instructor this Fall, what other resources does the department need to meet the goal of the program? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Enrollment has steadily increased in the past 3 years.  Faculty surveyed students in classes and found that students voiced concerns about online classes.  Faculty has established additional support for students (email/Zoom office hours, attempted to assist students with the online Canvas system) | The enrollment numbers provided on the PR are unduplicated headcounts.  Enrollment of disproportionately impacted students has declined. How does the department plan to increase the number of disproportionately impacted students enrolling in AoJ courses? |
| III. Equity  How is the program working to address college wide equity goals? | The overall equity gap is +6% in 2020-2021 compared to -8% and -9% in 2018-2019 and 2019-2020 respectively.  Faculty worked closely with the DSS program and students in need of accommodations received the support they needed. | In 2020-2021, the success rate for African American students decreased by 6 percentage points while success rates for Latinx and Filipinx increased slightly. What are some strategies for increasing the success rates of disproportionately impacted student groups? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | N/A | N/A |
| V. Resource Requests  How did the resources requested help the program address their equity goals? | Perkins and SWP grants enabled the dept to purchase equipment for the program’s crime lab that is associated with the Criminal Investigation and Forensic Science courses  Crime lab equipment purchase, and program training aid support have been helpful for students/faculty. | The PR mentioned that AoJ faculty would like professional development opportunities. What are some of the PD that the faculty wish to receive? Have AoJ faculty applied for PD fund to attend conferences and participate in training to stay current with their field? |

**Program Review Feedback Trial Rubric for Anthropology**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | 8 students obtained an ADT in Anthro in 2020-2021. This is a significant increase (300%) compared to the year before. | The PR stated a strategy for increasing the number of degrees students receive is by offering anthro courses on HS campuses. What does it take to make this happen?  Another strategy that was mentioned is to offer workshops and guest speakers series. I think Guided Pathway would be a great place to promote/recruit students for these types of events |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Enrollment has increased in the past 3 years | One strategy for increasing enrollment that was mentioned in the PR is to present to academic counselors. I don’t recall having a presentation from the Anthro dept at the Counseling in-service. I highly recommend for the dept to do this. It would also be helpful to hear directly from faculty the descriptions of these Anthro courses so counselor can better promote them. |
| III. Equity  How is the program working to address college wide equity goals? | The success rates for African American students have increased in the past 3 years (18-19, 19-20, 20-21)  The success rate for Native American students is 86% in 2020-2021 compared to 73% in 2019-2020 | The equity gaps are quite high in the past 3 years (even though it has decreased). What are some ideas the department has to decrease the equity gap?  The success rate for PI has decreased in the past 3 years. What do you think are the factors that contribute to this decrease?  What was the reason that the section about “Success, Non-Success and Withdraw Rates for disproportionately impacted student groups” was left blank? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | Anthropology faculty meet every quarter to share best practices for student engagement and success |  |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | What was the number of ADT awarded in 2014-2015 when there were two FT faculty?  It was mentioned that the dept would like to offer two certificates (Forensic and Applied Anthro). Has the curriculum for the certificates been developed or will the new faculty (if hired) be responsible for developing them? |

**Program Review Feedback Trial Rubric for Child Development Education**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | The dept was chosen to be a partner in the First 5-ECEPTS Apprenticeship Program to assist facility childcare students. |  |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Overall enrollment # has increased over the past 3 years. | The enrollment rate of disproportionately impacted student groups has decreased over the past 3 years. The department identified some plans to address this. What does the department need in order to bring these plans to fruition? |
| III. Equity  How is the program working to address college wide equity goals? | CDE faculty regularly participate in PD activities and has continued to utilize various retention strategies to help students succeed. | Success rates for Latinx and Filipinx have decreased over the past 3 years. What are some plans that the department has to address this issue?  The equity gaps are quite high in the past 3 years and has increased every year. What are some ideas the department has to decrease the equity gap?  The department would like to offer more late-starts classes and classes at night and on weekends. Is this something that students have expressed interest in? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | N/A | N/A |
| V. Resource Requests  How did the resources requested help the program address their equity goals? | With the funding, the dept provides tutoring/advising services to ESL students and other populations to ensure success. The dept also provides advising sessions in languages other than English via Zoom. The dept works to find mentorship for students in practicum courses. | What is the impact, if any, of not having a FT faculty on program accreditation? |

**Program Review Feedback Trial Rubric for Economics**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? |  |  |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? |  |  |
| III. Equity  How is the program working to address college wide equity goals? |  |  |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? |  |  |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  |  |

**Program Review Feedback Trial Rubric for Geography**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? |  | The department could use another FT faculty member. Currently, there is about 0.8 - 0.9 FTEF teaching each year. The ratio of FT:PT is about 28% to 72%. |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? |  | The enrollment has stayed relatively flat in the last five years but the productivity of the department has increased. The number of Asian students has increased but the % of students from underrepresented groups is lower than the college’s overall rates. What could be done to increase the enrollment for underrepresented students? |
| III. Equity  How is the program working to address college wide equity goals? |  | Success rates have increased but there is a disproportionate impact for African American and Latinx students. |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | n/a | n/a |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | The department is requesting another FT faculty member since the department is down to one FT faculty on Article 18. The rest of the classes are being taught by PT faculty. Also, another FT faculty member retired years ago and was never replaced. |

**Program Review Feedback Trial Rubric for History**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Good that the number of AAT degrees has doubled since 2018-19. |  |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? |  | Enrollment is on steady downward trend. If there was another full-time faculty member hired would there be adequate load? |
| III. Equity  How is the program working to address college wide equity goals? | Very in-depth analysis on equity issues, both gender and race.  Latinx population is doing well. |  |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? |  |  |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  |  |

**Program Review Feedback Trial Rubric for Humanities**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | The Humanities Department and instructors are involved in cohort programs to give additional support to all students, with emphasis on the targeted student populations: the Mellon Scholars, REACH, and Men of Color cohort courses. |  |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Enrollment remains consistent. |  |
| III. Equity  How is the program working to address college wide equity goals? | Enrollment within the underrepresented groups remains consistent.  Enrollment, overall success, and the equity gap are in alignment with that of the College as a whole. | What efforts have been implemented to attract more students from underrepresented groups? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | Good to be routinely active in assessment of student learning outcomes. |  |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | Humanities department needs resources to assist in implementation of Mellon Scholars program to take some of the burden off individual faculty. |

**Program Review Feedback Trial Rubric for Paralegal**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | High productivity, high success rate compared to College, and smaller than average equity success gap all accomplished without a full-time faculty member. | Are there plans in place to have a 100% online pathway for your students since that seems to have been successful? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Good to have developed an online presence that served the department well through the pandemic. Enrollment and productivity increased for 2020-2021. Enrollment numbers rose even more for 2021-2022. | Now that there have been some face-to-face offerings for 2022-23 how is enrolment holding up? |
| III. Equity  How is the program working to address college wide equity goals? | Equity gap at around 5% is much lower than the College as a whole. |  |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | Congratulations on being able to hire full-time faculty member. | It is understandable that with all paralegal classes being taught by adjunct faculty that assessment work has slipped. Hopefully this will change for 2022-23. |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | Any new courses/certificates under development now that a new full-time faculty member is onboard. |

**Program Review Feedback Trial Rubric for Philosophy**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Good to have embedded tutoring program for PHIL 7 (Deductive Logic).  It is evident that Philosphy department’s stats are right in line with the College as a whole including success rates, equity gap, etc.  Number of Associate in Arts for Transfer is small but growing. |  |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Good in being able to keep the enrollment from declining in these difficult times. | Do you have strategies in place to outreach to Latinx population? |
| III. Equity  How is the program working to address college wide equity goals? | Good to endeavor to provide tutoring support for your students. | Have you considered implementing a volunteer peer tutoring program? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? |  |  |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  |  |

**Program Review Feedback Trial Rubric for Political Science**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Clearly articulate need for embedded tutor and counselor, and professional development. | I think it will be helpful to explain how the new hire, along with requested resources will help to close equity gap. |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Lots of outreach efforts and use of campus resources. | Has any progress been made on the ideas to offer dual enrollment classes, or work with incarcerated/formerly incarcerated students? |
| III. Equity  How is the program working to address college wide equity goals? | Note disparities and have ideas for how to address. | Since hacing more of an on-campus presence, have you seen equity gap change? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? |  | Did SLO and PLO assessments provide any insight in how to address equity gap? |
| V. Resource Requests  How did the resources requested help the program address their equity goals? |  | Any plans to expland programs (see II above) with the hire of full time faculty? |

**Program Review Feedback Trial Rubric for Psychology**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Great work increasing enrollment. | How have your plans to further promote the major affected enrollment? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Great work improving the success rate of disproportionately affected students. | What do you think is working especially well in seeing these improvements? |
| III. Equity  How is the program working to address college wide equity goals? | Great work creating an inclusive, accessible learning environment. |  |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? |  | How is the process of SLO assessment going in Psych 1? |
| V. Resource Requests  How did the resources requested help the program address their equity goals? | Good job explaining why the resources are needed. | Were PsycTESTS funding secured? Is there possibility of instructional assistants? |

**Program Review Feedback Trial Rubric for Sociology**

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| Sections | Commendations | Recommendations/Questions for Department |
| I. Current Status of Department  Does the program or department have adequate resources to meet the enrollment goals of the program and college (personnel, etc)? | Clearly articulate need for additional resources. | How is transition to back in person going? |
| II. Enrollment  How has the program addressed enrollment trends to meet their program/equity goals?    How has the program addressed enrollment of disproportionately impacted student groups to meet their program/equity goals? | Clearly explain issues leading to lower enrollment. | Might you have any ideas for how to encourage earlier enrollment? |
| III. Equity  How is the program working to address college wide equity goals? | Great work with all of the programs and effort. | How does equity gap look now that more classes are in person? |
| IV. Assessment  How has the SLOAC processes helped the program meet their program/equity goals? | Sounds like a great enhancement to have a division activity. | What are the results of this change from a students perspective? |
| V. Resource Requests  How did the resources requested help the program address their equity goals? | Good job articulating what the issues are that are presenting difficulties. | Have you been able to offer more than 50% online this school year? |