

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 type="checkbox"/> Transfer | <input type="checkbox"/> Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> 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](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

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?

<input type="text"/> # Students	<input type="text"/> # Staff
<input type="text"/> # Faculty	

b. Number of employees associated with the program?

<input type="text"/> # Students	<input type="text"/> # Faculty
<input type="text"/> # Staff	<input type="text"/> # 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/DeAnzaProgramReviewDiv/htm

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

Explanation:	The CAOS department has experienced a 100% growth in serving targeted populations during the last 3 years. (In 2007-2008, we served 948 students, in 2008-2009 we served 1,137 and 2009-2010 we served 1,892).
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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:	Surprisingly during the last 3 years, the CAOS department has increased student ACCESS to targeted populations by 100%. During this same time period, De Anza College at-large decreased enrollments for this targeted population by 30%. In terms of ACCESS, we have achieved more than the required 5% gap. We have achieved these large increases in enrollments despite the fact that the CAOS department has lost 3 part-time instructors, an instructional associate due to budget cuts and one full-time faculty out on sick leave for a year. Our retention and persistence rates have dropped because our decreased staffing no longer allows us to provide as much personalized support to targeted populations. These decreased rates are as follows 12% drop in retention rates and a 21% drop in success rates. See A4 below for our CAOS action plan.
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- 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:	Our department has successfully increased student ACCESS despite reduction in staff challenges. We have achieved increased ACCESS results through the following actions: New CAOS coordinators are re-inventing the CAOS department, the self-paced program has changed to a primarily distance learning mode, and we are in the process of completely redesigning nine of our most popular courses to better accommodate our targeted populations to help increase success and retention rates. In our 2008-2009 comprehensive report, we have successfully sent out student email "reminders" (especially towards the quarter) and developed a one-on-one mentoring and tutoring program 3 evenings per week to support our targeted populations. We have improved our positive attendance enrollment deadline to 6 weeks to provide students with sufficient time to complete their CAOS courses.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	In the last 3 years the CAOS department has increased student enrollments by 90% (Enrollment increased from 4,500 to 7,712)
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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:	Under new department leadership, we completely reorganized our department's instructional model. We have moved away from "TBA" self-paced courses to a predominantly distance learning delivery mode in order to improve title 5 compliance and provide more flexible learning options to our students. Due to budget cuts, we cut our faculty and staff by 50% while increasing enrollments.
Explanation:	As a result of this new approach, our department productivity increased to 907 (2009-2010). In 2010-2011, CAOS productivity has further risen beyond 1,100 which has placed the CAOS department among the highest productivity departments in the FHDA district. Students have expressed gratitude for the flexibility that our NEW distance learning self-paced program provides.

- 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:	College-wide budget cuts in recent years required us to reduce our program offerings including our plans to expand web technology, computer forensics and internship programs. Instead, our efforts have been reorganizing the department, converting 20 TBA courses into a flexible online format and releasing 9 new courses in the latest versions of Office software.
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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 changes	
Impact:	The California Employment Development Department's Labor Market Information 2006-2016 projections for the San Jose-Sunnyvale-Santa Clara MSA indicate strong demand for office and administrative support occupations with 1,246 annual openings. Among these occupations the strongest growth will be for executive secretaries and administrative assistants, with 10.1% growth in demand. Similarly, projections for all of California indicate that there will be 17,330 annual openings for executive assistants, administrative assistants, and secretaries the period 2008-2018.
Explanation:	Per our advisory committee recommendations and given the strong demand for Administrative Assistant jobs locally, we are developing nine new courses in the newest software versions required in industry.

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 changes	
Impact:	Our CAOS 2011 advisory committee members stated that there is a strong demand for CAOS courses that prepare students for Administrative Assistant career areas. After they reviewed our CAOS certificates and degrees, they advised us to offer the most current Microsoft Office Suite programs. They also recommended that we consolidate our "Business Software Applications" and "Administrative Assistant" degrees into one degree.
Explanation:	As a response to the advisory committee recommendations, we are releasing nine new CAOS Office 2010 suite courses and have consolidated our two of our CAOS AA degrees into a single AA degree.

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)

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 95 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?

100% involvement by part-time and full time faculty

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:	We are releasing nine new Office application courses (replacing previous versions) using an improved delivery method that will increase both student retention and success rates.	Plan/Enhancement:	We are creating 9 courses into a new technology platform that uses performance activities to collect student SLO results.
summarize results:		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)

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 faculty and/or staff requests below in ranked order: (copy this section as needed)

<input checked="" type="checkbox"/> 1	Rank	<input checked="" type="checkbox"/> x	replacement	<input checked="" type="checkbox"/> x	growth
Position:		Faculty			
Department :		CAOS	Contact Person, ext.	Mark Sherby	

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:

This person will help improve our program achieve higher levels of information literacy (ICC #2)
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2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

CAOS has one of the highest productivity levels in the district. We are requesting an additional faculty to support our students to increase our success and retention rates.

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:

Increased student success and retention rates would be the criteria used to assess the effect of this additional staff/faculty position to our program.

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.

<input type="checkbox"/>	Rank	<input type="checkbox"/>	replacement	<input type="checkbox"/>	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)

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> 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:

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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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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.

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> 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:	
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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: