

I. Program Description

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

- | | |
|--|--|
| <input type="checkbox"/> Basic Skills | <input checked="" 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

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

- | |
|--|
| <input type="checkbox"/> # Certificates of Achievement |
| <input type="checkbox"/> # Certificate of Achievement-Advanced |
| <input type="checkbox"/> # 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="checkbox"/> # Students | <input type="checkbox"/> # Staff |
| <input type="checkbox"/> # Faculty | |

b. Number of employees associated with the program?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> # Students | <input type="checkbox"/> # Faculty |
| <input type="checkbox"/> # Staff | <input type="checkbox"/> # Part-Time Faculty |

II. Methods of Evaluation and AssessmentA. 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 percentage of underrepresented students taking Astronomy courses has remained essentially flat since 2007, as has the College's percentage of underrepresented students. There is not much we as a department can or should do to influence that, since all of our sections fill during pre-registration.
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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:	Retention: The difference between targeted and non-targeted populations' retention rates is within the 5% goal (90% vs 93%). Success: The difference still does not meet the 5% goal (9%) but has significantly improved over 2007-08 (21%).
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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:	This department's 2008-09 Program Review noted that "our plan is to increase all student success by increasing hands-on components in our lecture courses and a stand-alone laboratory course." More progress has been made on the latter than the former; Dr. Marek Cichanski has very nearly finished the curriculum for what promises to be a very high-quality laboratory course, and we should be ready to offer it in the 2012-13 academic year providing that such a small-productivity course can be afforded in the new economic reality. Hands-on components in lecture courses have been harder to develop, given the very large class sizes we provide for the college.
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4 Overall enrollment growth or decline of all student populations

Explanation:	The Astronomy program is "maxed out". We offer 40 sections of Astronomy 4 and 10 each year (some of which are taught concurrently, so the "Number of Sections" part of our data sheet gives a smaller number than that). All 40 of those sections fill during pre-registration; all 40 of them have an enrollment limit during pre-registration of 70 students. As long as all of our sections meet in the Planetarium, we cannot offer more sections due to a shared-use agreement with Community Education. In short, growth under current conditions is simply not possible.
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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:	
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:	The referenced "Section I.C." does not exist in any file I could find at the URL given. We can say that we continue to strive to improve in a number of ways: using captioning wherever possible to facilitate in-class materials' comprehensibility to students for whom English is not the first language, for example, and continuing to learn how to use the Planetarium's unique capabilities for more effective teaching and learning.
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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:	
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.

<input type="checkbox"/> No significant changes	
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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)

<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 checked="" type="checkbox"/> 50 complete	<input checked="" type="checkbox"/> 50 in progress	<input type="checkbox"/> 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?

There is only one full-time faculty member who teaches entirely in the Astronomy department -- the other two also teach in other departments (Meteorology and Geology). Despite that fragmentation, we all discuss the ongoing SLO effort frequently, albeit not in formalized sessions (which are not necessary in so small a department.) Each of us has embedded more SLO-specific questions in all of our exams and each of us has examined the results. None of us know quite what to make of the results, frankly, but they have sparked discussions which may have been beneficial in some sense. We have no consensus on any lessons from the SLO process of sufficient clarity to justify concerted "program enhancements" as asked for in item 4 below.

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:	see item 3 above	Plan/Enhancement:	
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)

<input 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"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> 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?

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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 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)

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:

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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, 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.

1	Rank	x	replacement		growth
Item Description:		Replacement of the ten controlling computers for the digital planetarium system.			
Cost Estimate :		\$120,000	Contact Person, ext.	Dean Caron Blinick, x8280	

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:

DeAnza College has what is arguably the most advanced Planetarium teaching facility among American community colleges, and we believe that our "maxed-out" enrollments (see above) are in large part driven by that. The computers that drive the digital aspects of the Planetarium are now failing with increasing frequency and are obsolete. They need to be replaced with more robust and capable machines. As concerns robustness, we frequently need to run the planetarium with one "tile" (of eight) on the dome blank because of a failed computer, and have even had to run with two blank while the computers in question are repaired by their manufacturer. As concerns capability, a process called "rendering" needs to be done by the planetarium technical director to install instructional programs on the system. With the current system, rendering takes approximately one hour per minute of program because of CPU speed limitations; new computers should reduce that by an order of magnitude. Further information about this item is available from Dean Caron Blinick of Community Education whose staff operates the Planetarium and maintains its equipment.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

The Astronomy department has the highest WSCH/FTEF ratio ("productivity") of any in the PSME division and among the very highest in the College. Maintenance of that productivity depends on the well-being of the Planetarium.

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:

[Redacted]

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

[Redacted]

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:

[Redacted]

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:

[Redacted]

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:	[Redacted]	
Cost Estimate :	[Redacted]	Contact Person, ext. [Redacted]

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: [Redacted]

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

[Redacted]

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

[Redacted]

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:

[Redacted]