

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

- | | |
|---------------------------------|---------------------------------------|
| <input type="text" value="26"/> | # Certificates of Achievement |
| <input type="text"/> | # Certificate of Achievement-Advanced |
| <input type="text" value="5"/> | # 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:	Underrepresented populations have declined at the same rate as all other populations within our program due to our program being placed in suspension mode for the 2009-2010 academic year. We were not allowed to offer our first class in the series, TWRT 61: Introduction to Technical Writing, or to allow any new students to enter our program. Thus the attached program review shows a drop in our enrollment from 233 in 2008-09 to only 79 in 209-10. Only 3 sections of TWRT courses were offered during the entire 09-10 academic year, all upper-division classes that we were only allowed to offer so students who had already begun their course of study could complete it: TWRT 63 (Winter 10) and TWRT 64 (Fall 09 and Spring 10). As a result, we had a small pool of students from which to draw for our upper-division classes and our productivity numbers suffered. However, you will also see that our overall retention and success rates went up substantially, 96% and 90% respectively. When looking at numbers associated with specific populations (distinguished by ethnicity, gender, or age), you will notice that our overall enrollment numbers are so small as to make most data by group statistically insignificant. For example, we had 3 students identified as "Black". One of them withdrew, and therefore our withdrawal rate was 33%. When only 79 students are in a program, the actions of any single student skew the data.
--------------	--

- 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:	With our program in suspension mode for the 2009-2010 academic year, it was impossible to pursue goals to close the student equity gap relative to the college's stated goals, other than to encourage existing students to complete their course of study and to help them gain employment through our industry partners and department list serv. We are proud to state that even under such adverse circumstances, 26 Certificates of Achievement were earned, and 5 A.A. degrees, astounding numbers given the relatively small size of our program. Our department awarded more than 1/3 of the total A.A. degrees for Language Arts-- as many degrees as Speech Communications and more than Journalism and Liberal Arts combined. And our department awarded a full 50% of all Certificates of Achievement earned by the entire division, in spite of its crippling suspension/reduction status. These certificate and degree awards attest to our unconquerable spirit, and more importantly to the motivation of our students and the reputation of our program's excellence among local industry. Please see attached addendum document: "Endorsements of De Anza's Technical Writing Program" with testimonials given by local Bay Area employers and graduates of our program.
--------------	--

- 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:	Once again, with the program in suspension mode, no progress or achievement was possible, other than to encourage existing students to complete their course of study and to help them gain employment through our industry partners and department list serv. Beginning with the 2010-11 year, we were allowed to once again offer TWRT 61. We carried two section of TWRT 61 in Fall of 2010 and are offering one section of TWRT 61 now (Spring 2010). So we currently have active students in our program who need the remaining courses to complete their course of study--TWRT 62, TWRT 63, and TWRT 64, and we look forward to working towards decreasing the student equity gap in the future.
--------------	--

- 4 Overall enrollment growth or decline of all student populations

Explanation:	As previously explained, all of our student populations were forced into extreme decline due to an administration-mandated suspension of our program. Marketing to prospective students seems unfair and futile when the continued existence of our program is constantly threatened. You can not grow enrollment when you are not allowed to admit new students to your program. In addition, once we finally did offer our Intro class (TWRT 61) in the Fall of 2010, we had two sections that carried. The numbers were solid, but our productivity has been significantly and negatively affected by local community confusion over whether or not or program still exists. With the threat of constant extinction, it is almost impossible to communicate a clear message to prospective students about our program's availability.
--------------	--

- 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:	No, for reasons stated above.
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:	Once again, with the program in suspension mode, progress or achievement beyond minimum maintenance was not possible in the 2009-10 academic year.
--------------	--

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:	According to the California Employment Development Department's Labor Market Information data for the San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 67 combined annual openings for technical writers for the period 2006-2016, with a steady growth rate of 15.6%. The statewide employment projections for technical writers are also strong with 210 annual openings for the period 2008-2018 and a growth rate 12.5%.
Explanation:	Since TWRT was recently allowed to offer its intro class for the first time in a year (Fall 2010), we are at the beginning of the process of examining whether or not changes will be made to curriculum or enrollment plans based on current industry trends, and based on college projections regarding our ability to offer classes, as tempered by current budget constraints.

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:	The TWRT's Advisory Board is scheduled to meet on May 2.
Explanation:	Since the only full-time faculty member in TWRT was on maternity and unpaid leave from the end of November until the start of Winter quarter, April 4, the board's meeting was delayed due to board member availability. An addendum can be submitted after May 2 that includes significant recommendations upon request.

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 checked="" type="checkbox"/>	surveys
Other, describe here:	PLOs will primarily be assessed through surveys, however rubrics are used for most major assignments in TWRT 61 and TWRT 62, so statistical data may be gathered from rubrics to assist in assessment.		

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?

The lone faculty member in the TWRT department has no fellow program faculty or staff to assist her in ourcome assessment. She is constantly forced to work even though she is on maternity leave, unpaid leave, sabbatical (developing courses in British Lit, NOT technical writing because the future of the program is constantly in jeopardy), and during unapid summer months. She is forced to complete all assessment, or she is threatened with the extinction of her program. The solitary faculty member has created all PLOs and SLOs, some with the assistance and feedback of her students in the TWRT program. And the TWRT department is in compliance with all SLOAC/SSLOAC requirements.

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:	Since the only full-time faculty member is currently on sabbatical until January 2012, significant enhancements must wait to be implemented.	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)

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 type="checkbox"/> 1 Rank	<input checked="" type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:	Restoration of reassigned time for department chair: \$9,000	
Department :	TWRT	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:

The elimination of all reassigned time and stipends for the department chair has placed great limitations on the department. In addition, this lack of funding and reassigned time is compounded by the fact that all other faculty members in the department are part-time instructors with full-time employment in industry who are unavailable to assist in any department initiatives. Therefore, the chair is left to manage all department duties and development herself with no personnel assistance, no B-budget, and no reassigned time, thus severely limiting our program. This problem has been compounded recently by sabbatical and maternity leave for the only full-time member of the department. From the program's creation approximately 20 years ago up until 2003, two release time courses were awarded per year so the department chair could develop and update curriculum, manage the Perkins Grant funding and paperwork, strengthen ties with industry, research new learning tools and technologies, manage faculty and scheduling, oversee the budget, serve students, etc. In 2004, release time was cut from two courses to one, and in 2005 all release time was eliminated. Since 2005, the department chair has been running the department with no compensation whatsoever, all while teaching a full load. She is also forced to work even though she is on maternity leave, unpaid leave, sabbatical (developing courses in British Lit, NOT technical writing because the future of the program is constantly in jeopardy), and during unapid summer months--a condition she increasingly resents, especially now that she has a small infant to care for.

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:

The lack of support in the form of reassigned time is limiting our department's ability to improve, adapt to industry trends, and market the program to new student populations to increase enrollment. The lack of support also contributes to an increasing isolation of our department from larger dialog relevant to the industry. And it is also wearing out faculty resources and morale. Reinstating reassigned time would allow us to meet our PLOs with much greater efficiency, ingenuity, and success.

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.

<input type="checkbox"/> 1 Rank	<input checked="" type="checkbox"/> replacement	<input type="checkbox"/> growth
Item Description:	Reinstate "B" Budget funding that was eliminated several years ago.	
Cost Estimate :	\$300	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:

This resource will simply allow us to purchase printer cartridges and other supplies required to run our student labs. I have purchased many printer cartridges and other necessary lab supplies with my own personal money.

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:

The lab allows students to create and print: resumes and cover letters for job hunting and course assignments, professional documents for course assignments and to build their professional portfolios, a technical manual to demonstrate mastery of industry-required design and writing skills, and publication team products to satisfy the needs of a real client. Each of these four lab/printer needs corresponds with one of our program's PLOs.

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:

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]