

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

- Section I: Overall program description (including CTE)
- Section II: Overall student enrollment and success
- Section III: Equity
- Section IV: Assessment Cycle
- Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:		
	Program Mission Statement:	“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? http://www.deanza.edu/about/missionandvalues.html	Our mission is to prepare students at the basic skill levels for college level reading comprehension, including but not limited to, textual analysis, critical thinking and beyond. Our students encompass every aspect of diversity: cultural, ethnic, class, race, gender including a range of disabilities. Many are also at-risk, living below the poverty line, struggling with social, economic, and family issues. We believe reading is the basis for learning in all disciplines and that success in our classes will aid in closing the equity gap; reading serves as a vital and necessary contribution towards social justice. We believe in a curriculum that supports diversity. We believe it is our responsibility to enter the classroom with cultural competency. Our mission is congruent with the college mission because our students exit our

			classes with the following core competencies: communication and expression, information literacy, global, cultural, social, and environment awareness and critical thinking.
I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Basic Skills
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/ 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.	
I.C.2	CTE Programs: Advisory Board Input:	Career Technical Education (CTE) programs: 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.	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	

I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html	13.1
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	
I.E.3	Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html .	The change is a decrease of (-4%) 2014-2015 FT 21.3%: PT 70.8% 2015-2016 FT 16.7%: PT 77.6%
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	Even though we have been able to hire one FTEF in Reading (for 2016-2017), our FT:PT ratio decreased by about 7% from 2014-2015 to 2015-2016, meaning that we are staffing more classes with PT faculty. (Despite the overall FTEF remaining the same at 13.1 FTEF.) Because of the increased nature of PT labor, the Reading department still faces the following challenges: <ul style="list-style-type: none"> • Difficulty staffing classes on a quarterly basis. • Staffing the Read courses offered in the LinC and Pathways programs: LinC (includes Impact AAPI, LARTS, and CREM), as well as SSRS instructional programs such as FYE, Puente, Umoja, REACH all of which begin their year-long program with integrated reading and writing.
	Enrollment		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to	Overall, enrollment increased by 28% over

		http://deanza.edu/ir/program-review.15-16.html	the last four years. This is due in part to an increase in the number of sections offered, as well as the change counting the LART reading sections in the Reading program, rather than the LART program.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Our success rate has increased to 80%, though it has ranged from 77-80%.
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.)	Implementing the CAI has been delayed, so we do not yet know how it will impact our students' curricular needs. WE will have to revisit our piloted placement model (from Spring 2016). The District and the College are developing a re-test policy for students who take a placement test at De Anza (or Foothill). The final provisions of the policy have not yet been decided, but we will need to review any changes in placement or enrollment, to see if the Reading department needs to adjust its offerings. The effect on student success rates, FTEF, and FTES is as yet unknown.
	Equity		
III.A	Growth and Decline of Targeted Student Populations	Briefly, address student enrollment data relative to your program's growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.edu/ir/program-review.15-16.html)	Our success rates increased from 73% to 76% (2015-2016). The success rates for African-American students increased 60 to 72%. The success rate for Latino students increased 71-76%. The Filipino success rate increased 76 to 80% (2015-16). This shows we are making strides in closing the equity gap, and we will continue to develop our curriculum to serve our changing student population.
III.B	Closing the Student Equity	What progress or achievement has the program made relative to the plans stated in your	The Reading department has made a

	<p>Gap:</p>	<p>program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html</p>	<p>concerted effort to participate in programs designed for cohorts of targeted students. We have also focused on supporting faculty with resources to engage and encourage students through our department workshops, particularly Latino and Disabled students, in the past two years. This year we are planning to focus on African American students.</p> <p>The LinC program is planning to collaborate with several departments to serve our targeted developmental students needing extra help in reading and writing in areas, such as Paralegal Studies, Administrative Justice, and Math. This may result in a growth of reading instruction across the disciplines to serve our at-risk students in higher level courses that require expertise in reading and writing.</p>
<p>III.C</p>	<p>Plan if Success Rate of Targeted Group(s) is Below 60%</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.</p>	<p>N/A</p>
<p>III.D</p>	<p>Departmental Equity Planning and Progress</p>	<p>What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?</p>	<p>The Reading department has instituted and supported Umoja, REACH, FYE, CREM, Impact/AAPI, Puente, and LART programs which offer READ courses as a vital part of their program.</p> <p>We participated in our Language Arts division meetings that had a focus on Equity, as well as the Winter 2017 convocation. As noted elsewhere, our Reading department workshop will have a special focus on developing curriculum and pedagogical resources for our faculty in reaching students in our targeted populations, particularly the African</p>

			Ancestry and African American groups.
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	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	We assessed our PLOAC in Fall 2015 and Winter 2016, but the chair is attempting to figure out how to load that data into TracDat.
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	We assessed our SLO for Read 211 and Read 200 in 2014-2016, but the chair is still figuring out how to get that data into TracDat.
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don’t work with budget, please ask your Division Dean to give you the information.	The Reading department is not directly impacted by budget trends; however, the Pathways programs may be affected by their funding models.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://deanza.edu/ir/program-review.15-16.html	
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	None Needed Unless Vacancy
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	N/A
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary.	N/A
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	N/A
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested	
V.E.2	Equipment Title, Description, and	<ul style="list-style-type: none"> Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees 	

	Quantity	<p>etc.</p> <ul style="list-style-type: none"> • Did this request emanate from a SLOAC or PLOAC process? • Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .) 	
V.E.3	Equipment Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/cmp/pdf/EMP2015-2020_11-18-15.pdf) 	
V.F.1	Facility Request	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.	White boards in L-31 and L-73A.
V.F.2	Facility Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals? 	Our faculty run out of space to write things down due to the need to use the digital projector in addition to writing on the board. It promotes active learning and student engagement, and student success, so students can write on the board.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	We are considering requesting funds to purchase books for our faculty (both FT and PT) as part of our Spring 2017 workshop.
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	Restoration of chair re-assigned time. Currently, the time allocated to the Reading chair is barely sufficient to handle the scheduling needs. However, the chair's duties also include curriculum revision, SLOs, chair department meetings, writing program review, and all of the other areas needed to oversee a program. Those duties are falling by the wayside since there is not enough time.
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	

V.J.	“B” Budget Augmentation	<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)</p> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.</p> <p>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</p>	<p>Copy budget would be useful to increase. Student equity and success.</p> <p>PT stipends for department workshops.</p>
V.K.1	Staff Development Needs	<p>What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)</p>	
V.K.2	Staff Development Needs Justification	<p>Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need</p>	
VI.	Closing the Loop	<p>How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?”</p>	
	Submitted by:	APRU writer’s name, email address, phone ext.	
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	