

**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. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, "Documents file". Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto: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

	<b>Information Requested</b>	<b>Explanation of Information Requested.</b> <b>? TracDat Help button will reveal the same cues (sorry no hyperlinks)</b>	<b>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.</b>
	<b>Program Description</b>		De Anza College offers a variety of lower division courses for students interested in learning at flexible time schedules. Courses are designed to meet the various needs of students and may be delivered completely online or include on-campus, face-to-face meetings with instructors. Specifics on the delivery of each course are included in the course syllabus each quarter. Online courses are available in a variety of disciplines including business, child development, computers, creative arts, science, intercultural studies, language arts and social science. They are equivalent academically to on-campus courses, and many meet General Education and transfer requirements for California public institutions of higher learning.
	Department Name:		Online Education Center (formerly Distance Learning Center)
	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"? ( <a href="http://www.deanza.edu/about/missionandvalues.html">http://www.deanza.edu/about/missionandvalues.html</a> )	The following outcomes have been identified and documented. <ul style="list-style-type: none"> <li>● Students: To be able to successfully use Online Education Center resources to take technology-mediated courses.</li> <li>● Faculty: To be able to successfully develop and facilitate technology-mediated courses.</li> <li>● Staff and other clients: To be aware of the services and resources</li> </ul>

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			<p>provided by the Online Education Center and use them to support the college mission.</p> <p>While De Anza consistently serves students within its district, more than 80% of its students are now from areas outside the district, chiefly the immigrant and working-class communities most in need of quality, low-cost educational opportunities. These students, many from East San Jose, make De Anza their first-choice college in spite of the fact that other colleges are geographically closer. These students, together with students who reside within the district boundaries, have available to them course offerings in the online format providing greater flexibility in their choice of learning environments. Moreover, information literacy is a necessary skill for virtually all jobs. Learning how to work with extensive information is just part of the challenge. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest. Education through an online format is just one way that students can develop and fine-tune their skills in the digital world. At De Anza, students are able to select the modality that best fits their needs for a number of courses.</p> <p>Online education currently supports two learning management systems to provide a consistent look and feel for students: The legacy system, Catalyst (a customized version of Moodle) and Canvas, which is in the testing phase and will be fully deployed starting in Summer 2017.</p> <p>The Online Education Center provides support and ongoing services to prospective and enrolled students as well as faculty to support student success in the online environment.</p>
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	Learning Resources/Academic Services
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Learning Resources/Academic Services
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:	N/A

		<a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> 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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> . Leave blank if not applicable to your program.	N/A
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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program.	N/A
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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program	N/A
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: <a href="https://www.deanza.edu/workforceed/ged/">https://www.deanza.edu/workforceed/ged/</a> 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.	N/A
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.	N/A
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	+105 (227 total)
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	+593 (10,725 total)

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		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	N/A
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> .	52.2%
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	0 (no change)
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. <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> .	FT load has decreased by 7% over the past four years Overload has increased by 14% the past four years PT load has increased by 6% the past three years
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.	+2 4 classified staff employees; 1 PT Faculty Coordinator; 1 Vacant SysAdmin
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.	In 2015-2016, Online Education hired a second Instructional Designer (FT) and Faculty Coordinator (PT). Additionally, the college made a decision to transition to Canvas as the primary Learning Management System. Support for Catalyst will remain through Spring 2017.
	<b>Enrollment</b>		
II.A.1	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a>	Online Education enrollment has increased across all markers (unduplicated headcount, enrollment, sections, WSCH, FTES, FTEF). In particular, enrollment has increased by 22.7% over the past 4 years, with a 9% increase from 2014-15 to 2015-16. This is likely due to increased and diversified options for online course enrollment across many divisions as shown by the 8.3% increase in the number of sections.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	From 2012-13 to 2015-16, success rates have steadily increased for all students from 66% to 72% even with the increase in the number of

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			<p>grades reported (from 11,907 to 15,987). Withdrawals and their corresponding percentages have decreased steadily each year. Non-success rates have seen a similar decline excluding the past year, which has seen a small increase of 1%.</p> <p>For targeted groups, success rates have increased from 57% to 62% while grades also increased from 3442 to 4687 during the same period.</p> <p>Asian, Filipino, Latino/a, Pacific islander, White and students who declined to state ethnicity all have seen increased success rates. African American and Native American student success rates have decreased in the past three years.</p>
II.B.2	Plan if Success Rate of Program is Below 60%	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>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.</p>	<p>Although success rates for targeted groups have risen to 62%, the Online Education Center continues to explore options with regards to services, quality standards for courses and accessibility as a way to further increase success rates.</p> <p>As such, the training process for LMS certification has been updated to a 4 module process: This gives faculty a more comprehensive overview of the system's capabilities and emphasizes features such as early-alert notifications, opportunities for student collaboration, and methods of student-instructor interaction.</p> <p>Additionally, the Online Education Center continues to support faculty professional development efforts through providing funding to attend Online Teaching &amp; Learning conferences: These events are intended to give faculty an increased toolkit to better serve targeted and underserved student populations.</p> <p>Finally, the center continues to explore and vet tutoring resources, LMS integrations, and tools provided through the Online Education Initiative (OEI) which will best serve the De Anza student body.</p>
II.C	Changes Imposed by Internal/External Regulations	<p>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.)</p>	<p>In 2016, the OEC collaborated with Institutional Research to complete a complex analysis of online degrees and certificates to submit a Substantive Change proposal to ACCJC</p> <p>Additionally, an increased focus surrounding changes in policies regarding accessibility has guided the focus of LMS and Tech training.</p>

			This has led to an increased emphasis on captioning services for deaf-students and accessible documents/webpages for visually impaired students.
	<b>Equity</b>		
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 <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> )	Compared to 2012-13 data, enrollment has increased in the number of students who identify as Asian (+7%), Latino/a (+1%) and has remained the same Filipino/a (7%) identified. students. Enrollment has decreased for African-American students (-1%).
III.B	Closing the Student Equity Gap:	What progress or achievement has the program made relative to the plans stated in your 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: <a href="http://deanza.edu/gov/IPBT/program_review_files.html">http://deanza.edu/gov/IPBT/program_review_files.html</a>	<p>Faculty professional development and support, student services for online students and technical support for the course management system for both faculty and students are all broad-based practices that positively impact student success.</p> <p>A faculty coordinator (part-time) was hired in Fall 2016. This position provides an additional layer of support to faculty through assisting faculty with the development of online course content that meets standards of accessibility, is inclusive, as well as increasing student retention and success.</p> <p>Online Education staff are actively involved in ongoing activities that enhance student success. Examples below.</p> <ul style="list-style-type: none"> <li>• Online student support provided via phone, email, technical request or office walk-in. Guidance is provided for everything from registration, to orientation, to taking online courses classes, and assisting with connecting with faculty.</li> <li>• Four levels of course management system training coupled with instructional design concepts are provided to faculty multiple times throughout the academic year.</li> <li>• Catalyst and Canvas Student Orientations are offered at the beginning of every quarter to help students get started using the system.</li> <li>• Overview and contemporary issue presentations to departments, divisions, administrators, and the Online Education Advisory group to create awareness and visibility and seek input.</li> <li>• Development of an online course checklist for faculty to use in conjunction with course development and delivery.</li> <li>• Student Success Center workshops on "How to Be an Effective Online Student: Learn Strategies to get the Most Out of Online Classes" are</li> </ul>

			<p>offered regularly during the academic year.</p> <ul style="list-style-type: none"> <li>• Implementation of Smarthinking (online tutoring service) in collaboration with the Student Success Center.</li> <li>• Strategic planning during Summer 2014, followed by outside consultant assessment and implementation of key technical changes and internal procedures and practice changes to better serve students and faculty.</li> <li>• Accessibility practices were developed (extended time on test, for example) and are now regularly followed and highlighted in course management platform trainings for faculty.</li> <li>• Faculty who teach online and area staff members attend the Online Teaching Conference each year designed and facilitated specifically by and for California Community Colleges. This professional opportunity address a wide range of opportunities for online teaching and learning including accessibility, equitable resources for online students and effective pedagogies for student engagement and retention.</li> </ul>
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>                  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>Overall, success rates for targeted groups have increased from 57% (2012-13) to 62% (2015-16%) while grades also increased from 3442 to 4687 during the same period</p> <p>Filipino and Latino/a have increased success rates. African American student success rates have decreased in the past four years: withdrawals have increased by 3% for this targeted group.</p> <p>Early engagement and ongoing communication with students is key in decreasing withdrawal rates and increasing success in general. The Online Education Center supports faculty in learning effective ways to engage students in the online environment: OEC staff also assist students in connecting with faculty, learning how to navigate the course management system and the college in general.</p> <p>The redesign of the online education website has recently been completed: this is an important frontline resource for students to learn about online education at De Anza in order to prepare for success in online courses. Additionally, work has been completed on the orientation to online learning and readiness assessment for students.</p>
III.D	Departmental Equity Planning and Progress	What progress or achievement has the program made relative to the plans stated in your departmental <b>2014-15</b>	The OEC website was refreshed recently which is a significant source of information for the campus community. This contributes to ongoing

		Equity Plan?	<p>awareness and visibility of the OEC as a support service, which is a vital component of equity work. This work continues under the purview of the second, recently hired instructional designer.</p> <p>In addition, with the incorporation of Canvas as the primary LMS, the OEC has increased its training focus for faculty regarding accessibility of material. As part of the transition, faculty have been encouraged to create accounts through the 3C Media service to migrate instructional video. 3C Media’s captioning services ensures that all videos meet accessibility standards for deaf students.</p> <p>The OEC will also be assessing the effectiveness of the revitalized online orientation and making updates based on feedback from counseling and instructors linking their students to the resource.</p>
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	Assessment Cycle		
IV.A	Cycle 2 PLOAC Summary (since June 30,2014)	Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled “Cycle 2 XXX PLOAC Work” and scroll to the bottom of the report for count- Then calculate #Reflections & Analysis/#PLO statements times 100- All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019.	N/A
IV.B	Cycle 2 SLOAC Summary (since June 30, 2014)	Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2 XXX SLOAC work- Active Only” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019.	N/A
	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.	Internal B Budget is adequate funding for OEC at this time and has remained relatively unchanged for several years. We utilize B budget for minor equipment and supplies for the office as well as for professional development for faculty and staff and any consultant or contractual expenses.
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: <a href="http://deanza.edu/ir/program-review.14-15.html">http://deanza.edu/ir/program-review.14-15.html</a>	
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Growth
V.C.2	Justification for Faculty Position(s):	<ul style="list-style-type: none"> <li>Briefly, how will this position support student needs?</li> <li>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 and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</li> </ul>	<p>A faculty coordinator was hired starting in Fall 2016. This position allows for a member of De Anza's faculty to be on site in the Online Education office to work with faculty in helping to improve the quality of online courses by serving as a support to the instructional designers, assist with the transition to Canvas and answer questions regarding design, online pedagogy.</p> <p>This role, however, is only a part-time role at 10 hours per week (during weeks 2-10 of the quarter) at additional pay. With faculty transitioning to Canvas and a push to grow enrollment through increased online offerings, the need for this position (as well as the possibility of an additional coordinator) will only grow.</p>
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.	Management lead to provide oversight. (Replace Vacancy)
V.D.2	Justification for Staff Position(s):	<ul style="list-style-type: none"> <li>Briefly, how will this position support student needs?</li> <li>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.</li> </ul>	<p>The previous dean of Learning Resources was promoted to AVP of instruction, leaving a gap in management for online education and slowing staff response to faculty and student needs. A management lead would remedy this, and be able to provide oversight of an integrated staff area focused on instructional technology (online education, technology training, video systems, etc.).</p> <p>Assessment data shows a steady increase of both students and faculty served by the office: A 10.6% increase in FTES served from 2013-2014 to 2014-2015, and a 4.6 increase in FTEF served from 2013-2014 to 2014-2015. This trend will likely grow as the college continues to seek ways to bolster enrollment.</p>
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	Over 1k
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> <li>Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc.</li> <li>Did this request emanate from a SLOAC or PLOAC process?</li> </ul>	<p>\$28360</p> <p>Laptops (12-15; new \$1200 each) iPad Pro 9.7 inch tablets: 128GB model; (x 12; \$699 each) Tablet / Laptop Carts (x2; \$420 each)</p>

		<ul style="list-style-type: none"> <li>Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . )</li> </ul>	<p>Protective cases 12 for iPads ( x 12 \$60 each)                  3 Desktop Computers (1 Dell Machine = \$700; 2 Apple Machines = \$1400 each)</p>
V.E.3	Equipment Justification	<ul style="list-style-type: none"> <li>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.</li> <li>Who will use this equipment?</li> <li>What would the impact be on the program with or without the equipment?</li> <li>What is the life expectancy of the current equipment?</li> <li>How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a></li> </ul>	<p>Currently, the Online Education Office has two desktop computers dedicated for student use. The increase of online offerings and students (as shown in Section I) has led to an increase of students coming by the office for assistance or to meet with instructors who hold face-to-face conferences with their students. Having an additional inventory of laptops and iPads will make collaborative work between students and instructors easier, as well as create a more equitable space for students.</p> <p>In addition, the Online Education Center hopes to grow its support of our students by offering more than just technical support. We would like to offer assistance and workshops that assist students with organizing for online learning and helping them get the most out of their online classes. We believe support such as this will greatly improve student success and retention. In order to achieve these goals, we need a space as well as laptops for students to use.</p>
V.F.1	Facility Request	<p>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.</p>	<p>Additional desks to support desktop machines</p>
V.F.2	Facility Justification	<ul style="list-style-type: none"> <li>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.</li> <li>Who will use this facility?</li> <li>What would the impact be on the program with or without the facility?</li> <li>What is the life expectancy of the current facility?</li> </ul>	<p>Currently, the online education sets aside physical space to support Online Faculty who wish to meet with students, or students who wish to work on materials or inquire about their online classes. With the increase in online enrollment and faculty served, the center will require more stations to allow faculty and students to work together collaboratively.</p>

		<ul style="list-style-type: none"> <li>How does the request promote the college mission or strategic goals?</li> </ul>	
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	No
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.	PT embedded counselor for online education. Online education is a growth area for enrollment at De Anza College. Therefore, if we are to truly improve success rates in online education, a PT counselor assigned to the Online Education Center is essential.
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.	Students in online courses have lower success rates in general for both targeted and non-targeted groups. An IR review of demographic data ( <a href="http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to-Face%20Student%20Profile_09.08.15.pdf">http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to-Face%20Student%20Profile_09.08.15.pdf</a> ) conducted in Fall 2015 provides additional details about the overall success rates, target and non-target groups and comparison to face-to-face student demographics. With upward trend in enrollment for online and the need for equitable services for online students, a dedicated PT counselor has the potential to increase student success in our online program across the board.
V.J.	"B" Budget Augmentation	<p>If there is a new initiative/project that requires additional funding, please state:</p> <ul style="list-style-type: none"> <li>Who/what could be supported if this additional funding was awarded?</li> <li>What would the impact be on the program with the funds?</li> <li>How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> <li>How much money is being requested?</li> </ul> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data 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>	N/A
V.K.1	Staff Development	What would the impact be on the program with or without	Staff development funding allows for conference attendance and

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	Needs	meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a> )	learning and training that provides a greater context for daily work. Both external (through Staff development applications) and internal (B budget) funds are utilized for professional development opportunities.
V.K.2	Staff Development Needs Justification	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	No need identified at this time due to use of internal funding to support staff.
VI.	Closing the Loop	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?"	For instructional equipment, we plan to monitor usage of infrastructure equipment.  For PT Counselor, we will review success rates and request an additional demographic review by IR for comparison in order to determine impact.
	Submitted by:	APRU writer's name, email address, phone ext.	Lorrie Ranck, <a href="mailto:ranbcklorrie@deanza.edu">ranbcklorrie@deanza.edu</a> , x8489 Brandon Gainer, <a href="mailto:gainerbrandon@fhda.edu">gainerbrandon@fhda.edu</a> , x8802
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	3-22-17