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. ʔ TracDat Help button will reveal the same cues (sorry no hyperlinks)
	Program Description	
	Department Name:	Global/International Studies (INTL)
	Program Mission Statement:	Global Studies students will integrate information about the environment, cultures, histories, politics, arts, and economics of people around the world and develop the capacity to articulate their interdependence and interconnectedness. Grounded in a framework of cultural humility and appreciative inquiry, students will demonstrate cultural competence through the ability to interact effectively in international and multicultural settings based on an integrated understanding of global issues and perspectives
I.A.1	What is the Primary Focus of Your Program?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Personal enrichment through greater global awareness and/or personal empowerment though a greater understanding, appreciation of our own sociocultural experiences and perspective in relation to those of other's in relation to different sociocultural and geopolitical contexts.
I.B.1	# Certificates of Achievement	0

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	Awarded	
I.B.2	# Certificates of Achievement-Advanced Awarded:	0
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	0
I.B.4	# AA and/or AS Degrees Awarded:	0
I.B.5.	Strategies to Increase Awards	The Global Studies/INTL Department has identified the following strategic plan to increase awards: 1. Rebranding Department: New department name, course tracks, website updates, and revised/updated courses 2. Transfer Alignment: Develop course alignment, matriculation re-centering, degree exploration, and 4-year university and college transfer partnerships 3. Individualized Cohort: Partner with our International Students Department to design a unique cohort program for students' studying global concepts. 4. Development of a Conflict Transformation & Peace Facilitation CTE program 5. Partnering on outreach, program orientation, and campus events such as the Global Issues Conference, etc.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	N/A
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	N/A
I.E.1	Full Time Faculty (FTEF)	1.6

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I.E.2	# Student Employees	0
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	For faculty load during 2017-18, full time ratio stood at 25.0% whereas part time stood at 75.0%
I.E.4	# Staff Employees	0
I.E.5	Changes in Employees/Resources	
	Enrollment	
II.A	Enrollment Trends	Enrollments: 894 (2015-2016); 745 (2017-2018); 617 (2017-2018) While we do continue to see a decline in enrollment, this continued to parallel our overall campus enrollment. Furthermore, we have not had a full-time faculty member to assist with marketing or outreach for this department. Our hope is with a full-time department chair; we will revise/update our course offerings and begin greater outreach and community partnerships that will result in increased enrollment.
II.B	Overall Success Rate	Our success rates did show a decline between 2013-2016 followed by success rates holding at a consistent 75% over two years; we now see a small dip again, standing at 73%. We continue to monitor these numbers more closely and plan to offer a series of targeted support outreach events moving forward.
II.C	Changes Imposed by Internal/External Regulations	
	Equity	
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	We have seen an increase in targeted students; 181 up from 168.
III.A.2	Targeted Student Populations: Growth and Decline	We have seen an increase in enrollment for African American (6%) and Filipino (7%) identified students. We have experienced a steady decline among Asian and Latinx; whereas Pacific Islander and Indigenous/Native students identified students' have stayed roughly the same.
III.B.1.	Closing the Student Equity Gap: Success Rates	What are the success rates reported on your **2017-18** Program Review Data sheets for each of the following populations?

		• African American: 67% • Latinx: 51% • Filipinx:78% • Pacific Islanders: 33% • Asian: 80% • White: 72% Refer to the http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.
III.B.2	Closing the Student Equity Gap: Withdrawal Rates	What are the withdraw rates (list withdraw rates from **2017**-18 Program Review Data sheets) for each of the following populations? • African American: 14% • Latinx: 23% • Filipinx: 11% • Pacific Islander: 67% • Asian: 10% • White: 16% Refer to the http://deanza.edu/ir/program_review/program-review.17-18.html or access within the program review tool.
III.B.3	Closing the Student Equity Gap: 2017-18 Gap	2013-14, 26% 2014-15, 19% 2015-16, 26% 2016-17, 25% 2017-18, 17% The ratio of non-target to target students is significant, which may compromise the face value of there percentages.

III.C	Action Plan for Targeted Group(s)	Our Department Long-term Strategic Equity Plan is centered on the RP Group Six Student Success Factors: Directed, Focused, Nurtured, Connected, Engaged, & Valued. The following proposal will be shaped in partnership with both full and part-time faculty teaching in the department.
		1. Host an Annual Departmental Equity Actioning Planning Retreat
		  a. Equity Centered Course and Syllabus Design Support
		  b. Planning for 6 Success Factor Integration
		    https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/IEPIStudentSupportinAction/Success_Factors_Action_Planning_Worksheet.pdf
		  c. Program Review Discussion & Planning

		2. Student Orientation & Support Network Development
		    a. Student Focus Group with Target Populations
		    b. Student Cohort (centered on target populations working toward certificate completion)
		    c. Student Advisory Group (TBD)
		3. Intentional Partnering with Equity Office, Student Programs (e.g., BLC, Lead), and VIDA
		    a. Appreciative Peer-to-Peer & Faculty Advising, Professional Development
		    b. Cultural Humility Community of Practice, Professional Development/Participation
		4. Development of a CTE Program and transfer partnerships

III.D	Departmental Equity Planning and Progress	See above.
III.E. Yes/No Box	Assistance Needed to close Equity Gap	
II.F. Drop down box with goals	Integrated Plan goals: current student equity data and action plan	Please note: In order to be considered for Equity, Basic Skills and Student Success & Support Programs (SSSP) funding, current student equity data and action plan must be reported and at least one of the Integrated Plan goals must be identified. Choose one or more. Selection from 5 Integrated Plan Goals: • Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. • Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap
	Assessment Cycle	
IV.A	PLOAC Summary	0
IV.B	SLOAC Summary	
	Resource Requests	
V.A	Budget Trends	N/A
V.B	Funding Impact on Enrollment Trends	
V.C1	Faculty Position(s) Needed	

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V.C.2	Justification for Faculty Position(s):	N/A
V.D.1	Staff Position(s) Needed	N
V.D.2	Justification for Staff Position(s):	
V.E.1	Equipment Requests	
V.E.2	Equipment Title, Description, and Quantity	
V.E.3	Equipment Justification	
V.F.1	Facility Request	
V.F.2	Facility Justification	N/A
V.G.	Equity Planning and Support	
V.H.1	Other Needed Resources	
V.H.2	Other Needed Resources Justification	N/A
V.J.	"B" Budget Augmentation	B-Budget Augmentation for funding to compensate adjunct faculty attendance at a Department Retreat, along with any retreat resources. B-Budget augmentation for the development of PACS program. B-Budget augmentation or other funding to compensate adjunct faculty for SLOAC/PLOAC related work, especially that correlating with our Equity Plan process. B-Budget augmentation or other funding to compensate adjunct faculty for participating professional development related to department specific needs and/or equity-focused professional development. If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
V.K..1	Staff Development Needs	
V.K.2	Staff Development Needs Justification	

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VI.	Closing the Loop	If funding is received, a report of outcomes will be provided and detailed in next year's APRU.
	Submitted by:	Veronica Neal, nealveronica@fhda.edu, ext. 5338 Edmundo Norte, norteedmundo@fhda.edu, ext. 8443
	Last Updated:	March 19, 2019 (Set next box to **YES** when done and ready for Dean review).

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