**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 TracDat, “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:pappemary@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

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|  | **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.fhda.edu/ir/program-review.14-15.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.fhda.edu/ir/program-review.14-15.html>. | 21% FT to 71% PT  FT % is -22.3% change from last year. PT % is 0.4% change from last year. |
| 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. | Decrease in FT faculty has led to challenges:   * Difficulty staffing classes on a quarterly basis. * Increased part-time participation in college programs & services: 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.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | In part, due to the change in the way LARTs are noted in the schedule (with students enrolled in hard-linked READ and EWRT courses), our enrollment has increased by approximately 25% total for the past 3 years. From 2012-2013 to 2013-2014, the enrollment was steady (change of 13), but then increased by 25% from 2013-2014 to 2014-2015. |
| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | The overall success rate for the READ program has increased a bit, by 1%, from 77% (13-14) to 78% for 14-15, which is higher than the all college success rate of 76%.  The overall trend for the targeted group success rate is between 71%-73%, and for 14-15 is 73%. The 14-15 all college rate for targeted students is 68%, and it has not changed over the past 3 years. The READ non-targeted rate is 84%, and the all-college rate is 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://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.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.) | As a result of the Common Assessment Initiative and the Multiple Measures Assessment Project, the College is reviewing its Placement Assessment. This has led a new placement model to be piloted in starting in Spring 2016, and through this model, the READ department is hoping to establish our transfer-level READ 80 course as an option for students. We may need to revise curriculum, and the effect on 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.fhda.edu/ir/program-review.14-15.html ) | For all of the targeted populations combined, the READ program has about 1-2% more targeted students compared to the all-college population.  The Latino enrollment in the READ program is 1,171 (37%). The Filipino enrollment in the READ program is 296 (9%), and the African American population in the READ is 152 (5%).  The all college enrollments for the specific groups is: Latino 24%, Filipino 7%, and African-American 4%.  The difference between the all college and READ enrollments suggests that Latino students may need extra support, as they enroll in a 13% greater proportion than their all college enrollment. Filipinos enroll at a slightly higher proportion (2%) than their all college enrollment. The African-American students enroll at a 1% higher rate in the READ program compared to the all college rate. |
| 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: <http://deanza.edu/gov/IPBT/program_review_files.html> | In our 2013-2014 CPR, we set the goal of participating in the programs for targeted and under-served populations, which the Reading program has done. Our equity gap has remained stable, at 11%, compared to the previous program review, even though the targeted populations have increased in number (as noted above).  We believe that offering READ courses through these programs has helped maintain our equity gap in the face of increased numbers of students from targeted populations.  The Language Arts Division is currently in the process of hiring a counselor to work specifically with students in our Language Arts classes. We are hopeful that the new counselor will be a resource for our students whose outside struggles (work demands, family needs, and other issues) interfere with their studies, especially for those students who are not within a specialized program that provides such support. We suspect that there are many targeted students in our stand-alone READ classes who may “fall through the cracks” because they are not receiving any extra support.  The college is expanding cohort programs to help targeted students succeed in their developmental courses and persist in college level courses. Reading courses will continue to be offered in conjunction with EWRT (LART 200 and/or LART 211) in Impact AAPI and Puente. The Athletics program, REACH, will start in the fall with LART 211, and Umoja will also offer a LART 211 Fall 2016. In addition, Reading faculty will work with Rob Mieso and his Men of Color Initiative to refer male students in our stand-alone Read courses. The Reading department will provide staff development during our annual reading workshop this spring, 2016 with a particular focus on Latino students. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.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. |  |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | Last year, we had Veronica Neal speak at our Reading Department Workshop, held in June 2015, to introduce the concept of equity, and the department discussed how it might relate to our students. We currently have two READ faculty who have participated in the Equity team for the Language Arts Division. We also brought in examples of culturally-responsive literature to engage our Latino students. The Reading department faculty also attended the Language Arts Division retreat in Spring 2015, at which equity was a major thread and focus. |

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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. | We anticipate that we will assess our PLO sometime in 2016-2017. |
| 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 2XXX 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. | We have assessed our SLOs for READ 200 and READ 211 in Fall 2015 and Winter 2016. We plan to review and reflect on our assessments at our department retreat in Spring 2016. |
|  | 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. |  |
| 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.14-15.html> | The Reading program has been allowed to offer more sections (an increase in FTEF allocated) so we can serve more students. |
| 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? I think so to maintain our need for the hire this year. |
| V.C.2 | Justification for Faculty Position(s): | * Briefly, how will this position support student needs? * 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. | Difficult to find or retain qualified PT faculty, especially those who come from populations similar to our targeted students.  A full-time faculty member would be better able to support students outside of class, since they maintain a continual on-campus presence.  We are currently in the process of hiring a FT faculty member. If for some reason the hiring process is not successful, then we will apply for a growth position again. |
| 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. | None. |
| V.D.2 | Justification for Staff Position(s): | * Briefly, how will this position support student needs? * 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. |  |
| 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 | Under $1000. |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * 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 . . . ) | Whiteboards in L-73A, on multiple walls so instructor can project on the screen and also use a workspace on the wall for students to practice the strategies being taught. |
| V.E.3 | Equipment Justification | * 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/emp/pdf/EMP2015-2020_11-18-15.pdf> | To not allow students a chance to show and share their work creates a learning environment favoring those students who do not need multiple modes of instruction, and who can learn passively. This is not an equitable way of serving our developmental Reading students who need multi-modal instruction.  The whiteboard will be used by all students and faculty whose classes meet in that room.  Students who are meeting in that room will have decreased chances to show and share their work, faculty will have less space to project information and then add to it without having to mute the projector to access the whiteboard. |
| 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. | L-31 needs white boards and dimmable lights. This is facilities, since it requires renovation of permanent structures and replacing dated fixtures with new. |
| V.F.2 | Facility Justification | * 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? | Bright lights to be able to see fine print is a basic requirement for a Reading class. Many students have glasses with outdated prescriptions (because they cannot afford to change their lenses), so they do not always see with 20/20 vision. They squint and cannot see the board or the paper. Dimmable lights enable students to see the projection screen without making the room pitch black, so they can take notes while they watch the screen.  Whiteboards have a greater contrast than the aging chalkboards. Additionally, whiteboards erase cleanly without residue, whereas chalkboard erasers smear the chalk, which reduces the contrast between the chalk and the board, making it harder to see. Combine that with students’ outdated glasses, and students may not do as well in those classrooms.  The chalkboards have exceeded their lifespan. The lights, while still functional, are not as bright as the newer LED or halogen lights. So they are just simply outdated.  All students and faculty assigned to this classroom. |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? | Additional FT faculty hire. Check w/Kristin. Additional printing.  The Reading department would like an increase in its copying budget to 30 pages per student (up from 20). Many of our Reading students have not yet mastered note-taking, and they need handouts from their instructors so they do not have to depend on inaccurate, incomplete notes for important information. Additionally, handouts allow students a chance to practice their critical thinking skills, as many of our handouts contain heuristics that guide students through the analytical skills they will need in their transfer level classes. The current limit is 20 pages (one side) for each student, which is not much if a faculty member wishes to incorporate a current newspaper or magazine article. |
| 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. | The Reading department is intrigued by the idea of student mentors in READ classes, as we suspect that such a program would increase student success through removing stigma of asking for help, since it is easier to talk to a peer than to an authority figure. |
| 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. | Our equity gap appears to be widening, if you compare to the gap several years ago. Anecdotal observation suggests that our students do not succeed due to student and life challenges that they have difficulty addressing. |
| V.J. | “B” Budget Augmentation | If there is a new initiative/project that requires additional funding, please state:   * Who/what could be supported if this additional funding was awarded? * What would the impact be on the program with 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> * How much money is being requested?   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.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | Stipends to pay PT faculty for our annual department workshop.  We may need additional money for PT faculty when we review the Common Assessment Initiative’s competency maps to see how students should be placed according ot their results. The CAI terminology for this is “mapping the competencies” to local curriculum.  Food funding for department workshops longer than 4 hours. It seems inhumane to not provide food if we are asking faculty to spend an entire day on campus, at work. |
| V.K.1 | Staff Development Needs | 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> |  |
| 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 | Last year, the departments in Language Arts found that the B-budget was barely sufficient to cover part-time stipends for one department retreat/workshop, so departments could not invite outside speakers or hold more than one. The division council even had to vote whether we would allocate extra funds to one department, but it would have meant reducing the funds available to other departments.  Food for Reading department workshops. It is difficult to have an all-day workshop without offering food of some sort to sustain attention, and for part-time faculty, who are already over-scheduled and paid less, it seems a bit unfair to require them to bring food or buy. |
| 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?” | Most of the requests for students would most likely be seen in student success rates. Changing the room might be measured in other ways. |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Anne Argyriou  [argyriouanne@fhda.edu](mailto:argyriouanne@fhda.edu)  x5340 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). | 4/15/16 |