**­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 INTO TRACDAT!!!!!** 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](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.

|  |  |  |
| --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks in TracDat)** |
|  | **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”? (<https://www.deanza.edu/about-us/mission-and-values.html> ) . |
| I.A.1 | What is the Primary Focus of Your Program? | Select Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A |
| I.A.2 | Choose a Secondary Focus of Your Program. | Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <https://www.deanza.edu/ir/AwardsbyDivision.html> or access within the program review [tool](https://www.deanza.edu/ir/program-review.18-19/RetreivingAwardsData.pdf). If you do not offer Certificates of Achievement” please state “none offered”. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> . or access within the program review [tool](https://www.deanza.edu/ir/program-review.18-19/RetreivingAwardsData.pdf). If you do not offer Certificates of Achievement” please state “none offered”. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the current academic year. Please refer to <https://www.deanza.edu/ir/program-review.18-19/index.html> or access within the program review tool.  If you do not offer Associate Degree Transfer, please state “none offered”. |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <https://www.deanza.edu/ir/program-review.18-19/index.html> or access within the program review [tool](https://www.deanza.edu/ir/program-review.18-19/RetreivingAwardsData.pdf).If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. |
| I.B.5. | Trends in # Degrees Awarded | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and Strong Workforce Program (SWP) Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports: [https://www.calpassplus.org/LaunchBoard/Home.aspx](https://email.fhda.edu/owa/redir.aspx?C=Tf65xSpBcftJanld7j59054k-hRg00lN3LnPZbZJlqQMm3-HJFrWCA..&URL=https%3a%2f%2fwww.calpassplus.org%2fLaunchBoard%2fHome.aspx)  Cal-PASS Launchboard SWP Metrics: [https://www.calpassplus.org/LaunchBoard/Home.aspx](https://email.fhda.edu/owa/redir.aspx?C=Tf65xSpBcftJanld7j59054k-hRg00lN3LnPZbZJlqQMm3-HJFrWCA..&URL=https%3a%2f%2fwww.calpassplus.org%2fLaunchBoard%2fHome.aspx) |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends : | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |
| 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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |
| 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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |
| 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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.18-19/index.html> . |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes. |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.18-19/index.html> or access within the program review [tool](https://www.deanza.edu/ir/DrillingtotheCourseLevel.pdf) . |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. 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. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) |
|  | **Enrollment** |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.18-19/index.html> or access within the program review [tool](https://www.deanza.edu/ir/DrillingtotheCourseLevel.pdf). You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? |
| II.B | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence differences in success rates? 2. What strategies does your department have in place to increase or maintain current success rates? |
| 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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |
| III.A. | Program Success | Can you share any events/program changes/successes that you would like to share relative to you equity efforts? |
| III.B. | Enrollment Trends | Using the program review data [tool](https://www.deanza.edu/ir/Disaggregatingbystudentcharacteristics.pdf), what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? 3. Are there other trends that you see when drilling into the data that may be important to explore? |
| III.C. | Success, Non-Success and Withdraw Rates | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf" \t "_blank) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf" \t "_blank) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? 3. What strategies might be helpful in closing gaps in successful course completion? |
| III.D. | Equity Planning and Support | Has equity work generated any need for resources? If, so what is your request? |
| III.E. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation |
| III.F.  Yes/No Box | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices to help facilitate student success? |
|  | **Assessment Cycle** | Refer to document with title “XXXX Summary of Assessments as of Fall 2019” and document with title “XXXX All Assessments completed as of Fall 2019” which may be found in the middle of page <https://www.deanza.edu/slo/> under “Student Learning Outcomes and Assessments Summaries by Division:” | |
| IV.A | SLOAC Summary | Describe an accomplishment that was the result SLO assessment and enhancement. | |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed during 2019-20 academic year. | |
|  | 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](https://www.deanza.edu/ir/DrillingtotheCourseLevel.pdf) for enrollment information: | |
| V.C.1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, 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. | |
| 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. | |
| 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. | |
| V.E | Equipment Requests | List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. | |
| V.F | Facility Request | List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. | |
| V.G | Other Needed Resources | List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. | |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | |
| 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?” | |
|  | 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). | |