Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** | **Supportive Documents** |
| I.A  Department Name: | Office of Staff and Organizational Development | Office of Staff and Organizational Development |  |
| I.A Program Mission Statement: | The Office of Staff and Organizational Development fosters the professional development of the De Anza College faculty, classified professionals, and administrators by offering programming and services designed to improve knowledge and build skills that facilitate student learning, retention and success. | You may create a new one or copy from your 2008-09 comprehensive program review. |  |
| I.A What is the primary mission of your program? | To provide professional development opportunities for all classified professionals, faculty and administrators. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |  |
| I.B.1 Choose a secondary mission of your program. | To provide a focus for professional development activities in basic skills teaching pedagogies/andragogies for faculty and customer service and administrative support skills for classified professionals. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |  |
| I.B.1 Number of Certificates of Achievement Awarded | N/A | 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.1 Number Certif of Achievement-Advanced awarded: | N/A | 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.1 Number AA and/or AS Degrees awarded: | N/A | 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.2a Academic Services and LR: # Faculty Served | 849 (duplicated) | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |  |
| I.B.2a Academic Services and LR: # Student Served | N/A | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |  |
| I.B.2a Academic Services and LR: # Classified professionals Served | 827 (duplicated) | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |  |
| II.A.1-Growth and Decline of targeted student populations | We do not serve targeted students directly. We continue to adapt current programming and develop new programming to better meet the needs of De Anza’s targeted populations by:   * implementing 4 Summer 2014 Academy of College Excellence (ACE) classes under the guidance of the DARE Committee and the IMPACT AAPI grant. * planning an E3 (Education, Excellence and Equity)four-day institute plus 3 1-day implementation assessment days during the academic year. * continuing to include content associated with culturally responsive classrooms and cultural humility in the new employee orientations, faculty 1st & 2nd year experience programs and in the faculty teaching and learning workshop series. * working with the Equity Office creating cultural humility content in the Classified Professional New Employee Experience program. * working with the Equity Office offering EEO Training levels 1 and 2 as well as developing the Equity Core Team workshop content. * continuing to work with the faculty who teach in the IMPACT AAPI, PUENTE, DSPS and SANKOFA, ICCE and the Office of Equity, Social Justice & Multicultural Education. * implementation of Emotional Intelligence and Customer Service series in coordination with the Classified Senate Classified professionals Development Committee. * planning and implementing a Working Effectively with Faculty series for 2014-2015 in collaboration with the Classified Senate Classified professionals Development Committee, Equity Office and Academic Senate.   Our data show that we remain consistent in the number of employees who annually participate in Staff and Organizational Development Programming. For faculty, classified professionals, and administrators over the years 2010-2011, 2011-12, 2012-13 & 2013 we have a total that ranges between 1600-1700 participants (duplicated) annually. We noticed that we had hirer participation numbers for 10-11: 2228, 11-12: 1940 and 12-13: 1904 due to additional training sessions we implemented for the BANNER, SLOs and MyPortal initial roll out. | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:  (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |  |
| II.A.2 Trends in equity gap: | N/A | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.  Briefly address why this has occurred. |  |
| II.A.3 Closing the student equity gap: | We collaborate on equity development with the EAC (Equity Advisory Council) & DARE (Developmental and Readiness Education) committees and they help to inform our programming.   * received $50,000 from BSI/DARE and $10,000.00 to vet and program the FEL 2013 Institute. * the theme for the Partner’s in Learning Conferences and the Teaching and Learning Seminar Series for the last few years has been more on essential soft skills, engaged andragogies and methods. * we are programming workshops that address how faculty can teach to students’ strengths via strengths based inventories with associated learning methods/strategies. * we are developing a plan to implement a summer 2014 Strength’s Based Teaching & Learning Institute for faculty who are going to teach the Summer 2014 ACE college foundations of leadership orientation class for students. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html>  If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |  |
| II. A.4.a.Plan if success rate of program is below 60% | N/A | 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? |  |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | N/A | 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 by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |  |
| II. A.4.c.Resources needed to reach institutional standard | N/A | 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>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |  |
| II.A.5 Overall growth/decline in # students: | N/A | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |  |
| II.B Changes imposed by internal/external regulations | *SB1456 (Students Pathways to Success Bill) implementation*  We have increased programming of strengths­–based assessment tools for students and faculty. The programming started for 2013-2014 workshops will continue to focus on teaching methods that use the strengths students bring to the classroom to facilitate learning as well as the essential soft skills competent of any teaching environment. We are collaborating with the Classified Senate Classified professionals Development Committee on developing activities relating to improved customer service and creating welcoming environments on campus.  *Payroll processing for part-time faculty attendance at Classified professionals Development activities*  Campus procedures for processing are more complex and take an increased amount of classified professional’s time. We have been able to minimize impact by generating payroll forms from within our databases.  *Trip Voucher processing for conference funds reimbursement*  Accounting Services processes have become more complex due to external auditors’ recommendations and have increased the number of support documentation for payment accountability, causing an increasing amount of classified professionals processing time. We have been able to minimize impact by further streamlining the conference funds awarding process (scanning applications, uploading applications to Group Studio for committee consideration, and eliminating reams of redundant paper-based copies).  *The State Chancellor’s Office Annual Flex Activity Report*  This extensive report about planned professional development activities requires submission of an annual report indicating events and activities for the following fiscal year. This has pushed an entire year’s schedule of events and activities to be planned very early, by Spring Quarter.  *AB2558 (Community Colleges: Faculty and Classified professionals Professional Development)*  This legislation is progressing through the State Legislature that updates the current Flex Calendar Program to be more inclusive of classified professionals and administrators. Funding allocation from the State will be dependent on formation of a campus-wide professional development committee and subsequent activities. | 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.) |  |
| II. C Progress in “Main Areas of Improvement” | 1. Teaching and learning professional development for full time faculty including ways to re-engage late-career faculty and classified professionals.  The 1st year experience program for new tenure–track faculty has evolved over the last 5 years to include more workshops that address adult learning (androgogy). This year 40% (5 of 12) of the workshops are teaching and learning–oriented. For the 4th year in a row more than 50% of the workshops offered through the Teaching & Learning Seminars series are completely new in content.  The Summer 2013 Teaching and Learning FELI Institute had a 73 to 88% satisfactory rating with faculty, classified professionals and administrators. The Summer 2013 pilot training program of faculty to teach the ACE Foundations of Leadership class was a 100% success with both students and faculty participants. This year we continue the project with 5 faculty, team–teaching 4 classes. During the 2013-14 academic year the department developed and programmed 3 Strengths Based Teaching & Learning workshops and is currently in the process of implementing the Summer Strengths Based Teaching & Learning Institute. In addition we have continued in our central role as core committee members on the Partners in Learning Conference.    We are currently exploring various research and activity options that could help contribute to late-career employee engagement. We have not progressed to the implementation stage yet as further feedback is needed from our constituency groups.  2. Reestablish the Mentoring Program for the full-time faculty and classified professionals.  The feedback, from faculty, indicates that there is still a need and desire for mentors, both from within and from outside their department/division. Our department has not acted on this due to both lack of classified professionals and resources, and faculty and classified professionals polled feeling too overwhelmed by workload to volunteer for this year-long activity. Over the last 2 years the Director has taken on more of a coaching/mentoring roll with some faculty in two areas: 1) continuing to development teaching strategies that work for their particular content area as well as class structure and 2) development of leadership skills regarding leading from the middle (i.e. department chair training). The Senior Program Coordinator works to provide contacts and resources for the new classified employees for seeking assistance in their job responsibilities, and does mentor classified employees through the Transition Process when they are “bumping” in to a new position due to layoff.  3. …offer the week-long Instructional Skills workshops [ISW budget closed in 2006-2007].  We were still unable to offer the ISW workshop due to lack of funding, but we have been able to offer different institutes such as the FELI and potentially the upcoming Strengths Based Learning Institutes for summer 2013 and 2014 respectively, through grants given to us by the DARE committee.  4. Annual goals and objectives are based on the feedback we received during the prior year…”  We surveyed faculty and classified professionals using Survey Monkey in 2010-2011 (a comprehensive needs assessment is done every three years) and used their responses to guide our selection of workshops and activities throughout the year. During the subsequent years we have asked the Academic and Classified Senates (as our advisory boards) for input and have also “imported” workshops presented at the Partners in Learning Conference as well as other local conferences / presentations. The Classified Professionals Development Committee works with our program to create and implement trainings based on priorities identified by the Classified Senate. | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |  |
| II. D CTE Programs: Impact of External Trends: | N/A | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html 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. |  |
| II. E CTE Programs: Advisory Board Input: | N/A | Career Technical Education (CTE), 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. |  |
| III.A. 1 PLOAC Summary | The Office of Staff and Organizational Development AUOs (Administrative Unit Outcomes) rather than PLOACs. To date all three AUO’s have been assessed. We started with three and through reflection and enhancement have added a fourth.  AUO 1. New employees participating in orientation outcomes. This AUO was assessed Fall 2012. Based on the evaluations, faculty and classified professionals commented that by the afternoon of the 2nd day there is too much information being delivered – and asked was there a way to spread the orientation out more. 100% evaluated and assessed (reflection & analysis) to date.  AUO 2. Conference funding guidelines were assessed in 2012-2013 and showed that the most common error in filling out the conference and travel application was in the calculating of travel mileage. 100% evaluated and assessed (reflection & analysis) to date.  AUO 3. Professional development activities were assessed in 2010-11, 2012-2013 were assessed and 2013-14 are being assessed this spring (2014).  For all 3 years faculty indicated that they wanted a basic how to teach workshop as well as new material – both in relation to technology and pedagogy. 30% evaluated AND assessed (reflection & analysis) to date. Classified professionals indicated the need for safety and communications skill building. All workshops scheduled under the collaboration with the Classified Senate Classified professionals Development Committee are evaluated and assessed, 100%.  AUO 4. An administrative unit outcome is to be developed during 2014-2015 regarding program operational efficiencies and effective customer service. | Give the percentage of Program Level Outcome statements assessed to date. Run 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 courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |  |
| III.A.2 Enhancement based on PLOAC assessment | AUO 1. For the last 2 years we have a more interactive dynamic segment for the afternoon of day two of orientation. During this time frame we have a lot of guest speakers coming in to talk about their programming and services for students. We’ve created a worksheet for faculty to fill in as the speakers change and we’ve added a “report out” at the end of this segment which allows them to process and retain the information in this section of the orientation. In Sept 2013 there were no complaints vis-à-vis the critique “too much information…” on day 2.  AUO1. Over the last 2 years we have been thinking of ways to minimize the “paper overload” critique we received from program participants. We have been working to get more documents on-line and developed a sheet that has the associated url sites for when faculty, classified professionals and administrators need the information.  AUO 2. The Conference and Travel application with interactive fields now has embedded calculations so that when classified professionals and faculty enter the miles they expect to drive to and from a conference, the program automatically calculates the mileage and enters it for them. That amount will also be reflected on the Trip Voucher to help them calculate their reimbursement. During our committee end-of-year assessment/reflection meeting (2013), it was revealed that there were fewer corrections on the Trip Voucher had to be made because of the embedded calculation.  AUO 2. To increase the accuracy of completed conference applications a checklist of needed items was added to the faculty application front page. As intended, this extra piece of direction has improved accuracy in turning in a more complete application.  AUO 3. Based on the recommendations of faculty, we have continued to offer more than half of our Teaching & Learning workshops with new content [i.e. OER (Open Online Educational Resources), Oral Histories in the Digital World of YOUR Classroom (to record and edit videotaping to support the assignment), Back to Basics and Teaching Perspectives Inventory, and Emotional Intelligence in the Classroom 1.0 & 2.0]. The Classified Senate Classified professionals Development Committee was tasked with creating activities and trainings related to communication and safety, and secondarily, to work at the development Career Ladders. The new workshops (i.e. Office Safety: Threat Assessment and Taking Action, Speaking Up Without Freaking Out, Emotional Intelligence/I Have a Customer Who . . .) were evaluated as very successful by the participants, and more workshops will be implemented in Spring 2014. The planning around Career Ladders and Leadership Development continues. | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |  |
| III.B.1 SLOAC Summary | N/A | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |  |
| III.B.2 Enhancement based on SLOAC assessment | N/A | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |  |
| IV. A Budget Trends | The Office of Staff & Organizational Development is still operating on an austerity budget. In order to meet program objectives and outcomes, with the overall 50% decrease in our budget over the last 8 years, our budget has been augmented by:   * the Academic Services Division budget * DARE grants (BSI) * IMPACT APPI grant * the LinC Program * the Classified Senate Classified professionals Development Committee * Some expenses for software upgrades for the Faculty and Classified Professionals Computer Lab are funded by Instructional Equipment funds as a budget was never returned when ETS gave up responsibility for the lab in 2003, all other expenses are assumed by the Office of Staff and Organizational Development. | Assess the impact 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. |  |
| IV.B Enrollment Trends | We are still unable to create a viable technology training program without a Technology Trainer’s position and there is no separate budget for the maintenance of the Faculty and Classified professionals Computer Lab or hiring internal or external facilitators on an hourly basis. There is a higher demand for use of our computer lab to train more faculty and classified professionals as we build more “Smart” classrooms, faculty become more interested in instructional technologies, and faculty, classified professionals and administrators become more embedded in BANNER. We are unable to provide training in instruction topics such as how to use video in the classroom, how to have students use video to record their oral histories, how to instructional media content for courses, and how to use social media to foster teaching and learning. Classified professionals find it difficult to reach higher levels of efficiency with having to use out-of-date software, and minimal, self-paced training offered as the only training techniques in most of the FHDA software. | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |  |
| V. A.1 -Faculty Position Needed | none | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |  |
| V. A.2 Justification for Faculty/Classified professionals Positions: | 1 Technology Trainer position  1 Secretary position | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |  |
| V. A.3 Classified professionals Position Needed | **Justification for the Secretary position**  This position is needed to   * return the conference funding workload (funding and award tracking and committee preparation) associated with efficiently running the Classified professionals Revitalization and Professional Conference Funds program). * provide customer service for faculty, classified professionals and administrators visiting or contacting our offices to the appropriate position. * prepare part-time payroll for processing. * support the Director and the Senior Program Coordinator in the editing and production of training materials.   That would allow the Senior Program Coordinator to focus on coordinating our programming and develop new programming for classified professionals, especially in projects and programs relating to the core competencies and strategic initiatives.  We are currently at capacity and cannot grow to meet current needs and future trends.  **Justification for the Technology Coordinator.** This position would once again be responsible for:   * following current trends in instructional and administrative technologies, determine needs, then develop, promote, and facilitate training to meet those needs. * scheduling and maintaining the Faculty and Classified professionals Computer Lab. Currently, software upgrades and hardware updating and maintenance are often delayed. * training classified professionals and faculty on FHDA standard software as positions are replaced due to retirement. Departments often find they have to assume the technology training duties themselves and that adversely affects efficiency. * working with campus technology entities to recommend and train faculty on instructional technologies that further support student retention and success.   This position has been identified many times by both the Academic and Classified Senates, through their representative in the Instructional Planning and Budget Team (IPBT), as being a critically needed position for the campus. | 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 request should be in the Dean’s summary. |  |
| V. A.4 Equipment Request |  | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** |  |
| V. A.5 Equipment Title and Description, Quantity |  | Office of Staff and Organizational Development |  |
| V. A.6 Equipment Justification | N/A | You may create a new one or copy from your 2008-09 comprehensive program review. |  |
| V. A.7 Facility Request | N/A | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |  |
| V. A.8 Facility Justification | N/A | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |  |
| V.B.1 Budget Augmentation | The Office of Staff and Organizational Development has a current operating budget of $3,600.00 which has been augmented through a variety of funding mechanisms. A review of our last 3 years budget finals, show that the Office of Staff and Organizational development needs to be augmented by about $11,400.00 to meet its outcomes, goals, and strategic initiatives without relying on temporary funding.  In addition to the $11,400.00 listed above, the Office of Staff and Organizational Development asks that our budget be ADDITIONALLY augmented by about $5,000.00 for an annual supply of paper, toners and cartridges for the printers in the Technology Lab and for software upgrades.  Funding also needs to be secured so that Instructional Skills Workshops for faculty can be once again offered. The budget for one ISW is about $10,000.00. If De Anza supports more than 1 ISW per year then the number would need to be multiplied.  Funding for the secretary position = $70,000.00  Funding for the technology coordinator position = $70,000.00  Total augmentation listed above is = $166,400.00  Additional funding would allow us to offer more robust professional development to classified professionals and faculty and offer more efficient and consistent customer service to those we serve. | 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 |  |
| V.B.2 Staff Development Needs | The Office of Staff & Organizational Development requests an additional $6000 for the Director and Senior Program Coordinator to stay current in our respective fields. We respond quickly to current campus initiatives, (i.e. October 2012 when the Office of Instruction asked us to adopt, develop and implement programming for FELIs on the De Anza College campus) and staying current allows us to do that. This year we have been asked to work with Strength Based Teaching & Learning Initiatives. These two examples show the need to stay current in the field which leads to cutting edge program development. Based on this reflection we request an additional $3000.00 of conference funding for the Program Coordinator to attend the annual FileMaker Developers Conference (this software runs all budget, conference funding and events management for the office, and the Program Coordinator manages the college’s FileMaker Volume License), the 4C’s Classified Leadership Institute and a POD/NCSPOD conference. We request an additional $3000.00 for the Director of Staff and Organizational Development to attend the POD/NCSPOD annual conference and either the NCORE or NAME or other Institute training. | 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 |  |
| V.B.3 Future plans | We assess 100% of the programming during classified professionals meetings. During our annual retreat we assess the past year’s evaluations, needs assessments, and surveys which in turn inform the direction of our programming. Additional classified professionals and budget would allow us to deepen our professional development activities and streamline office processes which would be reflected in the change/addition of our programming.  For each of the requests above we would:  1. Continue to develop FileMaker Pro as our data collection and data report generator.  2. Assess the new Strengths Based Teaching & Learning Institute effort during the same academic year (2014-2015).  3. Write up a 1 page report of what we bring back and implement from the above listed conferences. | 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 |  |
| Submitted by: | Jackie Reza, [rezajacquelyn@fhda.edu](mailto:rezajacquelyn@fhda.edu), x8366  Mary Kay Englen, [englenmarykay@fhda.edu](mailto:englenmarykay@fhda.edu), x8322 | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |  |
| Last Updated: | April 28, 2014 | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |  |