**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.

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: |  | Child Development & Education |
|  | 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>)  | The mission of the Child Development and Education Department is to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements. |
| 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 | Career/Technical |
| 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. | 16 |
| 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. | 10 |
| 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. | 3 |
| 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 | 20 |
| 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. | The California EDD predicts for the period 2008-2018 the number of openings for preschool teachers to increase by over 8% and preschool and elementary special education teachers to increase by nearly 20%. <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx>.Preschool Teachers (SOC 25-2011)Special Education Teachers - Preschool, Kindergarten, and Elem. (SOC 25-2041)Education Administrators - Preschool and Child Care Center (SOC 11-9031)The Child Development & Education A.A. Degree program is accredited by the National Association for the Education of Young Children (NAEYC). The NAEYC can be contacted at the following phone number: (202) 232-8777 and website http://www.naeyc.org/content/about-naeycJob Placement Rates:One area the department is paying particular attention is job placement. The Workforce Education Office, with the Career Education Coordinator, has been working with the department to offer employment/job search services. Some of the activities that have been conducted are: Job fairs and seminars or workshop to assist students in the job search and hiring process, and dedicated faculty advising hours posted quarterly on the CDE website. The job placement data for Child Development reveals a declining trend in job placement in 2014-15. Department metrics have been established to help us focus on strategies to improve job placement rates. The metrics include an achievable goal of 65% and-and aspirational goal of 67%; the current standard rate is 58%. Collaborating with the Workforce Education Office is critical to improving job placement. The department has also determined that Counseling services and a Faculty Advising program are an essential component to increasing our job placement rates as well as our general advising services. Our advising services focus on getting students to complete certificates/degrees and support to apply for the State Child Development Permits required to work in publicly funded programs. Advising services also link students to supports needed. With the Perkins Grant in 16-17, we will be developing a CDE Faculty Advisor program and offer faculty training to: a) provide information regarding CDE programs, career opportunities, course selection, and job opportunities (in coordination with the campus Career Development Coordinator); b) referral of students to appropriate campus services, linking students to services; c) coordinate with the Counseling Department for essential services; and d) assist CDE students in applying for the child development permit (application completion, review, review of transcripts, and other identified tasks). |
| 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. | This year's Advisory Committee discussed current trends and issues focused on:- More involvement of the Child Development department in the community to recognize and address community needs.- Concerns about students not qualified for higher (lack of experience, don’t have appropriate courses with the required # of units to work with school age and special needs children). - Child Development courses need to increase the number of units for students to meet State requirements. - Employers opportunities to advertise job openings and participation in campus job fairs. |
| 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 | N/A |
| 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 | N/A |
| 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. <http://deanza.fhda.edu/ir/program-review.14-15.html> . | 8.4 (full time +part time) |
| 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 | 1 |
| 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>. |  37% FT faculty teaching & 56% PT faculty teaching; the ratio of PT:FT has increased |
| 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.  | N/A |
| 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. | N/A |
|  | **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>  | The most recent program review data reveals that in 11-12, 12-13 and 13-14, the department has experienced a decline of -3.2%. |
| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | According to the program review data sheet of 9/2014, the overall success rate for all students averages 80% over a three year period; 80% in 11-12, 76% in 12-13 and 81% in 13-14. For our targeted groups (African-American, Latinos/as & Filipinos/as, the average is 72; 73% in 11-12; 66% in 12-13 and 77% in 13-14. In 13-14, deliberate strategies were implemented to improve success rates. |
| 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. | 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.) | The department developed the A.S.-T degree in Early Childhood Education to respond to new legislation and regulations. The implementation of the A.S.-T degree in Early Childhood Education requires resources to successfully implement the program. Also we are Child Development courses to increase the number of units for the students to meet State mandated requirements. |
|  | **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 ) | The most recent review data sheet reveals that in 12-13 and 13-14, the department has experienced an increase of Latinos by 3%. The enrollment of African Americans and Filipino/a is flat. |
| 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>  | According to the program review data sheet of 9/2014, the overall success rate for all students averages 80% over a three year period; 80% in 11-12, 76% in 12-13 and 81% in 13-14. For our targeted groups (African-American, Latinos/as & Filipinos/as), the average is 72 ; 73% in 11-12; 66% in 12-13 and 77% in 13-14. In 13-14, deliberate strategies were implemented to improve success rates. The transfer degree began to be offered in Sept of 2013. Three degrees were awarded in 14-15. We are looking forward to reviewing the data after students filed in May/June 2016; a two-year period is the expected time for students to have completed a transfer degree. We continue to offer four general education classes and CD courses linked to ESL support. The faculty is implementing retention strategies: Forming Familias, study groups, one-to-one support, connecting students with support services and implementing pedagogical practices in the classroom to promote success such as active learning teaching activities, multiple intelligences teaching strategies, and project-based approaches. Full-time and adjunct faculty are involved in professional development activities to learn more about how to get students to succeed in/out of the classroom. One of these activities is Conversation-Application & Reflection Project (CAR), a Social Sciences & Humanities Division initiative. Another retention strategy that our department is implementing is Communication, Observation, Relationship and Reflection (CORR). This strategy emphasizes the importance of individualization of counseling, community service-learning, and civic engagement activities. Lastly, field experiences are organized for students to connect subject content with real life experiences.The Child Development and Education Department faculty is committed to engaging in professional development activities to uncover how unconscious bias contributes to our equity gap. Courageous conversations will continue to address educational disparities.High impact strategies like, Conversation-Application & Reflection Project (CAR) and Communication, Observation, Relationship and Reflection (CORR), require a greater number of FT/PT faculty involvement. |
| 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. | N/A |
| 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? | During the spring and fall of 2015, we reevaluated our direction to support our Department’s English Learners. In collaboration with the ESL Department, we are developing ESL linked courses to offer in 2016-17. Current needs will be evaluated with adult English learners through focus groups this spring.In the spring of 2015, child development students attended an Equity Walk in the Child Development Building. These are the highlights of the student equity walk conducted. • Need for spaces for students to gather- spaces to build community; add tables and chairs to grass area between 1 & 2 building as well as the reception area• Provide information about schedules and events in reception area• Consider staffing the reception area with CDE student volunteers or student ambassadors; explore DASB funding for student ambassadors• Address student parking spaces near Child Development• Child Development Building environment and adult student classrooms to have artwork and information relevant to adult students• A concern about security as you enter the reception area, building one, was also shared. Students are wondering about the possibility to request to show student ID or DL when someone enters the building thru the reception area• More customer service oriented building one front area staff (friendly to students; students reported that when they ask questions, staff "seems" bothered by it) Also, we examined developing a dual enrollment program. The current approach to educating African American, Latinas/os, and Filipina/o students has left many not ready for college, work and what we expect of them as we evolve in this 21st century. Dual enrollment is an opportunity to provide, 1. an introduction and preparation for college life, expectations and requirements; 2. an opportunity to complete high school and college units at the same time; 3. a supported transition from high school to college; 4. an opportunity to build early childhood education practical skills, improve study skills and academic knowledge; 5. motivation to persistent from term to term, completing a sequence of courses which lead to a child development permit; 6. increase student confidence and abilities to engage in post-secondary education and the education and career ladder. This effort will be an “equity tide which will lift all boats”. There are many logistical issues that must be ironed out to make this a plan in action. To further respond to our equity direction, our faculty will be engaged in discussions related to textbook adoptions particularly for course offerings with more than one section. The review of textbooks will be focused on determining how well our selections are aligned to the Department’s Conceptual Framework.We will also be looking at affordable options for students and open educational resources. In 16-17, the department will review the equity plan and receive training on the campus equity framework to infuse in the 2016-17 academic year department's work. |

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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. | 100% |
| 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. | 69% |
|  | 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.  | The department lost 2 full time positions in the midst of budget reductions. Full-time faculty provide essential stability for planning and curriculum functions; greater availability to address students’ needs outside of the classroom is particularly important for student success and equity. Full-time faculty are responsible to be actively involved in instructional and professional activities. For CDE, the need to increase the number of FT faculty is imperative. Our current capacity does not allow us to meet student demands and more active involvement at De Anza, and at our local community (an issue brought up by the Advisory Committee this year). Our involvement and partnerships with the local early learning community helps us serve more students and increase enrollment. In addition, full-time faculty do the majority of student advising, very important to student success in a Career/Tech Education program.  |
| 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 department lost two full-time positions in the midst of budget reductions. Full-time faculty provides essential stability for planning and curriculum functions; greater availability to address students’ needs outside of the classroom is particularly important for student success and equity. Full-time faculty are responsible for being actively involved in instructional and professional activities. For CDE, the need to increase the number of FT faculty is imperative. Our current capacity does not allow us to meet student demands and more active involvement at De Anza and our local community (an issue brought up by the Advisory Committee this year). Our involvement and partnerships with the local early learning community help us serve more students and increase enrollment. Also, full-time faculty do the majority of student advising, very important to student success in a Career/Tech Education program.  |
| 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 | Growth (or replace due to the loss of 2 positions). |
| 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.
 | The department lost two full-time positions in the midst of budget reductions. Currently, the Department has three (3) full-time faculty members. This fiscal year, one of our full-time faculty is in a reduced load contract. This change has impacted the department’s faculty ability to meet all programs work and expectations. Child Development offers instruction to over 3,000 students a year. In 2010-11, the department full-time load was 4.4; in 2013-14, the full-time load is 3.1. Our ability to serve students well requires dedicated full-time faculty. Full-time faculty are important to create a counter narrative for our most vulnerable populations and our target groups. As the department faculty engages in new State and program requirements, we have the need for an additional position to fulfill department’s work and responsibilities. The department’s A.A. degree has been accredited by NAEYC. This accreditation requires the offering of a standards-based curriculum. This curriculum must be monitored by a faculty member, who works in collaboration with the department’s faculty, to meet all accreditation needs and requirements. Also, the California State Department of Education has developed early childhood competencies. The competency-based approach must be embedded into the department curriculum and programs. We foresee to engage in this work in 2016-17. The progress and success of our student depend on a team of full-time faculty member dedicated to advance the mission to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements. |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless VacancyOnly make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | N/A |
| 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.
 | N/A |
| 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 $1,000 |
| 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…)
 | This request emanated from the need to offer students and adjunct faculty who meet and use the space to advise students, hold student conferences, office hours, and prepare for teaching. * Furniture for the part-time office- 2 desks (replacement)
* Desk chairs (replacement)
* One (1) additional computer (new)
* File cabinet to store student data (new)
 |
| 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>
 | This request emanated from the need to offer students and adjunct faculty who meet and use the space to advise students, hold student conferences, office hours, and prepare for teaching. Our part-time faculty office equipment is old and not safe. The furniture needs to be accessible to faculty with disabilities and ergonomic. We also need an additional computer for part-time faculty use. The PT office has high traffic. The NAEYC standards work requires the compilation of student data that must be saved appropriately in a locked cabinet (we do not yet have a data assessment software). |
| 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. | Social Sciences and Humanities Computer Lab |
| 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?
 | Currently, no computer lab on campus can be reserved by faculty in the Social Sciences and Humanities for teaching students in real-time data analysis techniques, online research, library and web-based research, and writing. There is no computer lab available for SSH students working on SSH assignments. The lack of a computer lab will become an increasing disadvantage for SSH students with the termination of student fees and the growing use of electronic documents. |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? | To evolve the culture of equity mindedness at the Department level, it requires the participation of all faculty. Funds are needed to incentivize adjunct faculty participation on peer work, courageous CDE community dialogue and sessions to share equity practices. The department would benefit from the review of its equity plan or strategy and the development of an equity core team to help advance student equity and success. |
| 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. | Additional essential resources are needed to ensure student success and equity.a. the need for a learning assessment tool (data software) b. funds for training faculty on the learning assessment tool (data software)c. funds to pay a consultant/faculty for coordinate our NAEYC Accreditation workd. funds to pay part time faculty to participation in NAEYC accreditation required work |
| 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. | a. The need for a learning assessment tool (data software): In order to be able to effectively analyze our key assessments data we need a learning assessment tool (data software). An example of a data software is The Learning Achievement Tools (LAT). The pricing for one Site License (Taskstream) for De Anza College based on a full-time student count (1,100 students approx.) is $19,500/year for up to 1,100 student accounts. b. Funds for training faculty on the learning assessment tool (data software): All faculty, full-time and part-time, must be trained on the learning assessment tool if they teach CD10G/H, CD50, CD12, CD51, CD52, CD54, CD68 and other core courses.c. Funds to pay a consultant/faculty for coordinate our NAEYC Accreditation work: The NAEYC Accreditation work requires a dedicated professional to help us maintain annually what is required, coordinate all required tasks to maintain accreditation, work with faculty to complete key assessment data analysis, and produce the annual report preparation. d. Funds to pay part time faculty to participation in NAEYC accreditation required work: Additional pay must be offered to adjunct faculty for engaging actively in NAEYC accreditation work. The engagement requires planning meetings, groups meetings to assess the data, trainings on new requirements and methods. |
| 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”. | Many will argue that all materials should only be placed online but there is a significant DIGITAL DIVIDE among our students, and many of them do not have consistent access to a computer. Requiring students to access documents online will systematically disadvantage those students who are already most marginalized and vulnerable.To successfully maintain the A.A. NAEYC Accreditation, the department needs a coordinator for 2-4hrs per week.  |
| 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>  | Training faculty on the learning assessment tool (data software) to meet and maintain NAEYC A.A. Degree Accreditation requirementsFaculty advisors training |
| 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 | To effectively evaluate the key assessments linked with our NAEYC accreditation work, all faculty must receive training on the learning assessment tool. The results of the data analysis are included in the annual report submitted in March of each year. Adjunct faculty could be more involved in faculty development activities if compensation would be offered.The department will be developing a Faculty Advisors Program in 16-17. All faculty, full-time and adjunct, must be trained to serve effectively students, particularly our targeted populations.  |
| 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?” | The department is planning to offer faculty research-based suggestions to integrate into classroom curriculum. Also, our faculty will prepare discussions on how to create a learning environment in/out of the classroom in which diverse students can succeed; how to access training and resources that challenge faculty to meet the needs of adult English language learners. Faculty will commit to improving the success rate of targeted groups and will examine the different variables/factors that impact student success or failure. Current practices we are exploring are: a) understanding critically cultural differences; b) recognizing the abilities students have learned in their homes and communities that can contribute to academic success; c) faculty will further evaluate persistence and retention rates; and d) faculty will explore motivational strategies to implement in and outside of the classroom. Assessment data (annual student survey, SLO Assessment data, NAEYC Key assessments data and workforce data) will continue to be used as a tool for informing our effort to close the loop. |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Nellie Vargas, Mayra Cruzvargasnellie@deanza.edu 408.864.8788cruzmayra@deanza.edu 408.864.8215 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). | April 18, 2016 |