**Mission Statement**

*De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities,*

*the nation and the world. De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college’s Institutional Core Competencies:*

*Communication and expression, Information literacy, Physical/mental wellness and personal responsibility*

*Global, cultural, social and environmental awareness, Critical thinking*

**Institutional** **Strategic goals:**

*Outreach, Individualized Attention to Student, Retention and Success, Cultural Competence*

*Community Collaborations*

***Program Review provides a means through which each college division (department) set goals and objectives that support the De Anza’s mission and strategic goals, through focusing on the student as a learner.***

This year’s APRU’s will be submitted via the new TracDat system. As we are in process with bringing this system “live” and still need to train faculty with the system, this year’s submission process will occur in stages:

Stage 1: Using a word document as a template, you will collect your analyses.

Stage 2: Department Chairs and Deans will attend a Trac Dat training session where they will use the template to cut and paste in their documentation as a part of the training.

Stage 3: A final report for the APRU will be generated within the TracDat system for use by the IPBT.

This packet of information includes the following:

Instructions

A word document you can use as a template for inputting your APRU information

A screen shot of TracDat’s Spring 2012, APRU

**Instructions**

The Annual Program Review is conducted by each program and consists of an analysis of changes within the unit. It should be **submitted *or* renewed every year** in anticipation of budget planning for the following fiscal year.

The requests for information are intended to assist you in planning for your department/Division.

Special Notes:

* If a request for information does not apply to your area please mark with an “NA”.
* There will be a help button available on Trac Dat.
* Relative to resource requests: Pertinent documents such as student learning outcomes assessment reports and data analysis specifically supporting any resource requests should be collected. You are encouraged to use lists, tables, and other formatting to clarify your requests and make them easy for large committees to review quickly. You should also mention if there are possible negative consequences for enrollment, safety, facilities etc if the funding is not provided for your request. Also, consider possible infrastructure needs such as wiring, ventilation, associated software etc. Please make this known in context.
* You will have the ability to add attachments to your Trac Dat report.
* Labeling your documentation is critical. Make sure the following format is used: aprusp12\_Program Name\_author’s name\_date when saving your documents.

Note: The form is organized into five categories.

1. Program Description
2. Methods of Evaluation and Assessment
3. SLOAC and PLOAC updates (this section of the report will be generated through another function of TracDat and added to this report)
4. Budget Trends
5. Resource Requests

The following pages contain the word document to use in preparing your APRU for input into the TracDat system.

* Please prepare this document in ADVANCE of your Trac Dat training session (*dates to be announced* ).
* **Copy of APRU (word doc) Due Date: May 1, 2012 to Division Deans**

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 third column directly into TracDat. As a best practice reminder, ALWAYS keep a soft copy of your work in a file that is accessible in the future.

 **Dept. Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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 the document in your explanations.**  |  **? Trac Dat Help button will reveal** |
|  I.ADepartment Name: |   |  |
| Program Mission Statement: |  |  |
| What is the primary mission of your program? |  | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| Choose a secondary mission of your program. |  | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| Number of Certificates of Achievement Awarded |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html |
| Number Certif of Achievement-Advanced awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html |
| Number AA and/or AS Degrees awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html |
| Learning Resources and OSOD: # Faculty Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| Learning Resources and OSOD: # Student Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| Learning Resources and OSOD: # Staff Served |  |  Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| # Faculty Employees |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| # Student Employees |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| # Part-time Faculty Employees |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| # Staff Employees |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support. |
| II.A-Growth and Decline of targeted student populations |  | Briefly, address student success data relative to your program Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to: www.research.fhda.edu/programreview/DAProgram Review/DeAnza\_PR\_Div\_pdf/DeAnzaProgram ReviewDiv/htm |
| Trends in equity gap: |  | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. |
| Closing the student equity gap: |  | 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? |
| Overall growth/decline in # students:

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| --- | --- | --- |
| https://deanza.tracdat.com/tracdat/adf/images/t.gif |

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 |  | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| 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. |
| Progress in “Main Areas of Improvement” |  | 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. |
| CTE Programs: Impact of External Trends: |  | 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. |
| CTE Programs: Advisory Board Input: |  | 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. |
| IV. ABudget Trends |   | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. |
| Enrollment Trends |  | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. |
| V. A -Faculty Position Needed |   | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed |
| Staff Position Needed |  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed |
| Justification for Faculty/Staff Positions: |  | Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, assessment data that supports a need for growth, etc.  |
| Equipment Request  |  | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| Equipment Title and Description, 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? Etc |
| Equipment Justification |  | 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? Etc.  |
| Facility Request |  | Name type of facility needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, lighting, unique items above and beyond what is normally included in a similar facility |
| Facility Justification |  | 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? Etc. |
| B Budget Augmentation |  | How much? Who or what would be supported by this additional funding? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  |
| Staff Development Needs |  | What assessment information has lead to this request. What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  |
| Future plans |  | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |

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