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!!!!!** 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.

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

	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		**Articulation:** ATS responsible for the coordination and maintenance of articulation activities for the College. These activities involve working closely with De Anza and university faculty, department chairs, articulation officers, staff, evaluators, segmental (UC, CSU, CCC, AICCU) offices, and system-wide programs (e.g. C-ID, ASSIST). **Transfer Services:** In support of the Master Plan for Higher Education and De Anza's transfer mission, ATS works directly with universities and segmental offices, and is a key resource for counseling and instructional faculty, staff and administrators on all matters related to transfer. Along with the Transfer Center, ATS is responsible for distributing transfer information to all departments/programs that provide transfer advising, evaluators, assessment personnel, and the global community. ATS also works extensively with faculty, the VP of Instruction and Division Deans to strengthen the relationship between curriculum and transfer requirements. ATS also develops, maintains and coordinates Transfer Admission Agreements (TAA/TAG).
	Department Name:		Articulation and Transfer Services

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	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)	**Mission:** To promote the attainment of educational goals and facilitate student transfer, Articulation and Transfer Services (ATS) provide services and resources to De Anza students, faculty, and support services through the development of formal articulation agreements with regionally accredited 4-year institutions, transfer agreements with select colleges/universities, and general transfer advising guidelines and reference materials. The Articulation Officer (AO) serves as an articulation and transfer policy consultant to all faculty and academic/student services units, and serves as a liaison to UC, CSU, independent institutions and system offices. PLO #1: Students will access and utilize resources provided by Articulation and Transfer Services (ATS) to support their transfer goals. PLO #2: Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, IGETC, course-to-course and major preparation agreements. Both Program Learning Outcomes (PLO) support student transfer, identified as the educational goal by approximately 75% of our students each year. Articulation and transfer agreements are fundamental to a successful transfer program. ATS's work with PLO #2 directly relates to our Institutional Core Competencies by way of support for our general education and discipline-specific courses.
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	Transfer. ATS's primary focus is to support student transfer to colleges and universities.
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Academic Services. ATS works with Students Services programs/areas and Instructional divisions/programs to support student transfer.
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by your department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	

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I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/ Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.	NA
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.	NA
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	Required information is not a part of the Student Services Program Review instrument so data was not collected for 2016-17. ATS will implement a tracking system and analysis tool for 2017-18.
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	16422: - 609 decreased. Based on our student population, between 2015-16 and 2016-17, students who identified transfer as their educational goal decreased from 17031 to 16422.
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	Required information is not a part of the Student Services Program Review instrument so data was not collected for 2016-17. ATS will implement a tracking system and analysis tool for 2017-18.
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet http://www.deanza.edu/ir/program-review.16-17.html	1
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	
I.E.3	Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://www.deanza.edu/ir/program-review.16-17.html .	NA

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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.	1: 0 from 2015-16
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.	An administrative assistant position (initially a secretary position) has supported ATS since its inception to spring 2013. In the summer of 2013, the position began supporting the Transfer Center at 95%. The position was scheduled to return 100% to ATS starting fall 2014, but that move was postponed to winter 2015. Since fall 2015, (it seems) the position supports the Transfer Center and General Counseling. ATS has been without support since fall 2015. Work levels must be maintained to accomplish program goals. Most of the work associated with this position has been absorbed by the AO, which impacts the overall effectiveness of the program. Time spent on related activities is a direct take-away from articulation work. Added to the increase in work generated from the growing needs of C-ID/ADT, work specific to course-to-course and major preparation articulation with colleges/universities has decreased in time.
	Enrollment		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://www.deanza.edu/ir/program-review.16-17.html	Based on fall end-of-term data, students identifying transfer as their education goal fluctuated between 2014 and 2017. 2014-15 (16703 – 71.9% of students), 15-16 (17031 – 75.3% of students), and 16-17 (16422 – 74.7% of students). Though fluctuations are expected, this three year change is not reflected in our overall student enrollment which has steadily decreased over the same period.

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II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Student success rates have also fluctuated in the last 3 years, ending in positive territory for 2016-17. Such fluctuations are expected due to both internal and external variables (e.g. economy, UC/CSU impaction rates and enrollment management decisions). Transfer counts to UC/CSU are as follows: 2014-15 (815/1335), 2015-16 (776/1305), and for 2016-17 (940/1448). Based on our 2017 Student Success Scorecard, our degree/transfer completion rate is higher than the State's average and highest among our institutional peer group. It is safe to say we remain 'tops in transfer' when looking at combined UC/CSU transfer numbers across California Community Colleges: 2014-15 1) Santa Monica College, 2) De Anza College, 3) Pasadena City College 2015-16 1) Santa Monica College, 2) De Anza College, 3) Diablo Valley College 2016-17 1) De Anza College, 2) Santa Monica College, 3) Pasadena City College
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://deanza.edu/ir/state-of-the-college- related-information/pdf/Institutional_Metrics_2016.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	

II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)	**SB 1415 Common Course Numbering System** – currently, C-ID (Course Identification Numbering System) - now law. **Impact:** C-ID is a type of articulation that's "in addition to" traditional agreements. C-ID is only recognized by CCC and CSU (and a few independent institutions) but as it's a course numbering system connected to the Associate Degree for Transfer (ADT), it has a higher priority level than all other types of articulation. This is an unfunded mandate that has increased ATS's workload by 20% since its inception. -De Anza's C-ID status (as of 3/21/18) : 199 approved, 30 submitted/under review **SB 1440 Student Transfer Achievement Reform Act** – now law, requires CCC to develop ADT based on the Transfer Model Curriculum (TMC), which are designed to meet major prep requirements for select majors at CSU. CSU must, in turn, guarantee ADT recipients a place within the CSU system, and a level of priority consideration for admissions at the local level. Courses on the ADT with corresponding C-ID descriptors on file at the CCCCO must be submitted for C-ID articulation with the expectation that they should be approved as soon as possible. ATS initially created a temporary SB 1440 Webpage to meet State mandates. This is now maintained by the Academic Senate Office, but ATS continues to maintain the "Applying for the ADT" site. ATS works with Instructional faculty and the Curriculum Committee to assist in the development of these degrees. ATS also works with advising units on the advising component of ADT. And, ATS works with A&R, Transfer Center, Counseling, CSUCO, and CSU campuses on the ATS application for graduation/verification process. ATS continues to work closely with the Academic Senate on academic policy issues associated with these degrees. **Impact:** This is an unfunded mandate which has increased ATS's workload by 25% since inception and we anticipate this level will only increase as new degrees and guidelines are developed. Two new AA-T degrees were approved for fall 2017: Anthropology and Economics. **De Anza's ADT Verification Report** CSU Transfer Term (# of Students Reporting ADT Goals on CSUMentor/# of ADT Offered) Fall 2012 (20 students /2 degrees) Spring 2013 (9 students / 3 degrees) Fall 2013 (99 students / 4 degrees) Winter/Spring 2014 (43 students / 8 degrees) Fall 2014 (272 students / 9 degrees) Winter/Spring 2015 (80 students / 9 degrees) Fall 2015 (551 students / 12 degrees) Winter/Spring 2016 (89 students / 12 degrees) Fall 2016 (690 students / 12 degrees) Winter/Spring 2017 (72 students / 12 degrees) Fall 2017 (896 students / 12 degrees) **SB 440 Student Transfer Achievement Reform Act** - now law, further defined required ADT goals for CCC and a timeline to accomplish this feat. **Impact:** additional pressure to meet the required deadline. January 25, 2018

ASSIST Next Generation – ASSIST, California's official repository for articulation information, uses an archaic database system (Legacy) that is being replaced. The original public roll-out date of ASSIST Next Gen was 2015, but it was postponed to summer 2017, and then summer 2018. AOs started using the new system to build course inventories and submit/review articulation agreements since early 2017 in anticipation of the summer 2017 release date and, more to the point, all work with the Legacy System ceased at the same time. Working with the new system is proving to be a daunting task as are we are learning to navigate an entirely foreign database platform and discovering a significant amount of 'bugs' along the way – so much so that the release date was pushed to summer 2018.

Without access to 2017-18 information via our 'official repository' system, a breakdown in our State-wide articulation infrastructure has occurred. While continuing to work with CSU/UC behind the scenes to articulate courses, ATS was forced to create a new (temporary, De Anza-specific) communication system to inform users of general articulation updates. And with limited information being provided by the ASSIST Executive Management and Oversight Committee, updating this temporary system has been a challenge.

Impact: AOs are essentially doing double-duty working with an unstable system and confusing environment which amounts to more time needed to do each task. Once the public roll-out of ASSIST Next Gen occurs, AOs will be required to learn the new system (the front end) and provide training to counselors/advisors and develop educational resources for students in a timely manner.
(Anticipated) Impact: dedicated time will be needed to complete this task.

AB 705 Student Success Act of 2012: Matriculation: Assessment, now law, requires community college districts to maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal.
(Anticipated) Impact: increase workload to assist in the development and to re-articulate new and revised courses, and communicate with the CSU Chancellor's Office and UC Office of the President every step of the way to secure pre-approvals in order to meet the implementation deadline.

SB 1456 Student Success and Support Program (3SP), now law, mandates support and enhanced student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in achieving their educational goals.

The expansion of advising services at De Anza to meet 3SP's needs and timelines increased our service areas to include advising units outside of general counseling, EOPS, DSS, ISP and SSRS. While there are communication issues to overcome, ATS continues to work with all advising units to provide accurate and up-to-date transfer/articulation information. We will also continue to work with administration and faculty to prioritize essential services in light of our limited resources.
Impact: increase coordination efforts.

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			AB 1985 Advanced Placement Credit, now law, requires the CCCCO, in collaboration with the Academic Senate of CCC, to develop and require each community college district to begin adoption and implementation of a uniform policy, regarding Advanced Placement (AP) Credit. The CCCCO, in response, issued a Policy Change: Advance Placement Credit memo to CCC on 3/20/2017, requiring every college to adopt (and post by fall 2017) either the CCCCO AP Policy Language for General Education Credit or CSU's AP Policy for CSUGE. **Impact:** increased workload.
			As our local AP Policy is dated 8/25/08, the Academic Senate also decided to update our course credit/placement policy. **Impact:** increased workload. ATS will continue working with the Academic Senate, Department Chairs, Assessment Office, and Admission & Records to update AP course credit/placement policies, and develop processing protocols. ATS will then work with counselors and academic advisors to explain the updated policies/protocols. ATS will also create an AP Web page for transfer students.
			Honors Curriculum – this local initiative has resulted in a surge of new courses that must be fully articulated each year. **Impact:** (on-going) increased workload.
			Guided Pathways – a framework that creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.
			ATS plans to work with departments with ADTs to establish (and post) annual course schedules, whenever feasible, to minimize students' time to degree and support transfer. **(Anticipated) Impact:** increased workload
III.A	**Equity** 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://www.deanza.edu/ir/program-review.16-17.html)	Based on Fall End-of-Term data for 2014 - 2016, all targeted populations show declining enrollments, but the Hispanic and Filipino student populations have increased in the last two years, in terms of percentage of total students. African American (Fall 2014: 1054, 4.5%), (Fall 2015: 979. 4.3%), (Fall 2016: 933, 4.2%) Hispanic (Fall 2014: 6048, 26%), (Fall 2015: 6067, 26.8%), (Fall 2016: 5996, 27.3%) Filipinos (Fall 2014: 1633, 7%), (Fall 2015: 1622, 7.2%), (Fall 2016: 1583, 7.2%)
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	Closing the equity gap is at the heart of our work with transfer and though ATS does not directly serve students in the capacity that will provide student data supporting our efforts, our work with articulation and transfer services culminate in information and resources utilized by all transfer students at De Anza College. We maintain the College's primary Transfer Website and all of our student publications are available on-line. Students without internet access can visit the Counseling and Transfer Centers, and computer labs on campus to receive the information. ATS's primary audience, however, are counselors, advisors, and instructional faculty as they utilize the information provided by ATS to work with our general student population (including our targeted populations).

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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://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf Are success rates of targeted groups at or above 60%? If not, what are the department's plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.	
III.D	Departmental Equity Planning and Progress	What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?	To increase the transfer success of targeted groups, ATS will continue working with the Transfer Center (and other campus programs) to initiate activities identified in the Transfer Center Plan, finalized in the summer of 2016. Our focus will be to develop workshops and presentation materials to facilitate their efforts and provide training to support transfer advising. Per De Anza College's Equity Plan, we are striving to reduce the transfer gap of targeted populations by 33% by 2020.

	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc 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 program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	**PLO #1:** Students will access and utilize resources provided by Articulation and Transfer Services (ATS) to support their transfer goals. No prior report in Improve, but three related SSLO have been assessed. **PLO #2:** Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, IGETC, course-to-course and major preparation agreements. No prior report in Improve, but one related SSLO has been assessed.
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled "XXX SLOAC work- Active Only" and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019	For 2016-17, ATS assessed 4 Student Service Learning Outcomes (SSLO). Changes will be made in 2017-18 to be in-line with Instruction's Program Review instrument and process. With the move from Student Services to Instruction, 2017-18 is a transitional/transformational year for ATS. We are in the process of moving specific activities and work components to the Transfer Center (e.g. sections of the Transfer Planning Website, student listserv, TAG workshops), establishing new activities and work that focuses on Instructional needs (e.g. ADT development and coordination, articulation/transfer resources for instructors, internal policy development to promote transfer and degree completion), while maintaining our support for Student Services. A few years ago SSLO #2, addressing faculty understanding of articulation guidelines specific to course-to-course and major preparation agreements, was suspended because it was the area of articulation that was getting increasingly difficult to maintain and the AO did not have the time to formulate an assessment instrument and tracking tool to measure the SSLO to address the issue. In 2018-19, the plan is to reintroduce that SSLO, as well as accommodate faculty requests to provide more in-service training and a dedicated articulation Website. **SSLO #1:** Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, and/or IGETC. Based on articulation approvals, target was met. **SSLO #3:** Students will utilize the Transfer Planning Web site to access articulation and transfer information. Based on UC e-TAG student surveys, target was met. Based on Transfer Planning Website page views, target was not met. *(Reflection: less time was dedicated to this task due to changes in Division priorities)*

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			SSLO #4: Students will successfully access TAA/TAG information and will demonstrate knowledge of TAA/TAG requirements by developing and securing approved contracts. Based on UC e-TAG student surveys, target was met **SSLO #5:** Students will utilize the transfer listserv and receive transfer updates. Based on the listserv membership list, target was met. Based on the number of messages sent, target was not met. *(Reflection: less time was dedicated to this task due to changes in Division priorities)*
	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	ATS's budget continued to be in flux for 2016-17. Expenses added to the budget early fall quarter resulted in a severely overdrawn account early in the fiscal year.
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://www.deanza.edu/ir/program-review.16-17.html	Having an overdrawn budget made it impossible to plan activities for the year. This budget trend started in 2013-14, and has severely impacted conference/meeting attendance which is a critical element to the function and development of ATS.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	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.	.5 administrative assistant support requested (identified in 2013-14 PR)
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.	The suspension of SSLO #2 best demonstrates the need for the .5 administrative assistant position. SSLO #2, addressing faculty understanding of articulation guidelines specific to course-to-course and major preparation agreements, was removed because it was the area of articulation that was getting increasingly difficult to maintain and the AO did not have the time to formulate an assessment instrument and tracking tool to measure the SSLO to address the issue. The situation has not improved.
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	No equipment requested
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 . . .)	

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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	NA
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	NA
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?	NA
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	NA
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	NA
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.	NA
V.J.	"B" Budget Augmentation	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without 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 State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input 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".	None (but a stable B Budget is requested)

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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	NA
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	NA
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?"	NA
	Submitted by:	APRU writer's name, email address, phone ext.	Renee Augenstein augensteinrenee@fhda.edu, x8631
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for	3/23/18

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