

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.

- I. Program Description
- II. Methods of Evaluation and Assessment
- III. SLOAC and PLOAC updates (this section of the report will be generated through another function of TracDat and added to this report)
- IV. Budget Trends
- V. 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**

Mary Kay’s recommended revisions as of May 4

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.

Director of Staff and Organizational Development: Jacquelyn V Reza

Coordinator of Staff and Organizational Development: Mary Kay Englen

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.	
I.A Department Name:	Office of Staff and Organizational Development	Office of Staff and Organizational Development
Program Mission Statement:	The Office of Staff and Organizational Development fosters the professional development of the De Anza College faculty and staff by offering programming and services designed to improve knowledge and build skills that facilitate student learning, retention and success.	
What is the primary mission of your program?	To provide professional development opportunities for all staff and faculty.	
Choose a secondary mission of your program.	To provide a focus for professional development activities in basic skills teaching pedagogies for faculty.	
Number of Certificates of Achievement Awarded	N/A	N/A
Number Certif of Achievement-Advanced awarded:	N/A	N/A
Number AA and/or AS Degrees awarded:	N/A	N/A
Learning Resources and OSOD: # Faculty Served	1440	

Mary Kay's recommended revisions as of May 4

Learning Resources and OSOD: # Student Served		
Learning Resources and OSOD: # Staff Served	1020	
# Faculty Employees	1	
# Student Employees	1.25	
# Part-time Faculty Employees	0	
# Staff Employees	1	
II.A-Growth and Decline of targeted student populations	We do not serve targeted students directly but continue expanding faculty programming to better meet the needs of this population: the development of a one-year Development Education Certificate for Faculty under the guidance of the DARE Committee, the creation of faculty inquiry groups (FIGs), the inclusion of cultural competency in new employee orientation and first year experience program, and mentoring the IMPACT AAPI Staff Development Coordinator in producing culturally responsive teaching workshops, activities, and special speakers.	
Trends in equity gap:	N/A	
Closing the student equity gap:	Due to the vacancy in the Director position of the Office of Equity in 2010-2011, our office was asked to include Cultural competency workshops in both First Year Experience Programs (faculty and staff.	
Overall growth/decline in # students:	N/A	
Changes imposed by internal/external regulations	Conference funding, awards, and reimbursement have become more complex so now have a longer processing time due to Accounting Services auditing requirements, and the Internal Travel Authorization process put into place by the Board of Trustees. Payroll processing for part-time faculty attendance at Staff Development activities has increased due to an increased number of activities and a more complex process for payment accountability.	

	These changes have lead to longer processing times and less efficiency.	
Progress in “Main Areas of Improvement”	<p>1. Teaching and Learning professional development for full-time faculty including developing ways to re-engage late-career faculty and classified staff.</p> <p>New programming for faculty includes the new Fly-By 50-minute lectures, more pedagogy support for new tenure-track faculty, and the creation of the Developmental Education Certificate for Faculty (which will be implemented in 12-13, budget allowing).</p> <p>2. ...reestablish the Mentoring Program for the full-time faculty and classified professionals.</p> <p>The feedback from faculty and staff (especially through the Classified Senate) has been that they support the concept but feel that, with the increased focus on the Outcomes project, an adequate pool of trained mentors could not be sustained.</p> <p>3. ...offer the week-long Instructional Skills Workshops [ISW budget closed in 2006-2007]. We are still unable to offer the ISW workshop due to lack of funding.</p> <p>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 and used their responses to guide our selection of workshops and activities throughout the year. We evaluate about 90% of our workshops and use the outcomes and reflection to guide changes.</p>	1
CTE Programs: Impact of External Trends:	N/A	
CTE Programs: Advisory Board Input:	N/A	
IV. A Budget Trends	At this time Staff Development still has its usual “austerity budget” which is at about a 50% decrease over the last 8 years. IMPACT AAPI and the BSI grant have been helping to fund expenses for their projects, some training for classified professionals has been funded by the VP of Student	

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	<p>Services and the Academic Services office. Some Faculty and Staff Computer Lab expenses are funded by Academic Services as a budget was never returned to us with the lab.</p>	
<p>Enrollment Trends</p>	<p>We are still unable to create a viable technology training program without a Technology Trainer’s position or even one-time monies to hire on an hourly or stipend basis. There is no separate budget for the Faculty and Staff Computer Lab. There is a higher demand for use of our computer lab to train more faculty and staff as more classrooms become “Smart” and staff and faculty become more embedded in Banner. We are unable to provide training in instructional topics such as how to use video in the classroom, how to have students use video to record their oral histories and how to use social media to foster teaching and learning.</p>	
<p>V. A -Faculty Position Needed</p>	<p>none</p>	
<p>Staff Position Needed</p>	<p>1 Technology Trainer position 1 Secretary position</p>	
<p>Justification for Faculty/Staff Positions:</p>	<p>Justification for the Technology Trainer. The need existed before—that’s why De Anza funded that position. The trainer was responsible for the creation of current training materials as software and technology use changed, schedule activities in the lab, and basic maintenance of equipment. Currently, equipment is delayed in upgrades and daily maintenance. In addition the need for a technology trainer has grown exponentially as we continue to rely on technology more and more—in relation to our systems—such as BANNER—and in relation to classroom teaching skill development and application. Currently the lab is attended to as time allows with our existing staff.</p> <p>Justification for the .5 Secretary position. The Secretary processed the conference funds applications and financial paper work that the district requires, input workshop activity attendance records, and answered questions for those who visited our office. These services to faculty and staff are part of our AUO’s. Currently, the Program Coordinator handles these responsibilities and has less time to spend on program development and coordination indicated as part of our Survey. We cannot continue to maintain AND grow without more resources—in this case a person. Hiring a .5 Secretary would allow the</p>	

	Program Coordinator to focus on her work developing projects and programs related to the core competencies and strategic initiatives.	
Equipment Request	none none	None
Equipment Title and Description, Quantity	none	None
Equipment Justification	none	None
Facility Request	none	None
Facility Justification	none	None
B Budget Augmentation	<p>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 mechanizations. We request an augmentation of \$10,000 to have a stand-alone budget not dependent on grant or divisional funds.</p> <p>We request an additional \$5000 to support paper, toner and minor software upgrades for the computer lab. Without additional funding, at some point in the future we may have to eliminate printing in the lab.</p> <p>In addition we request that funding be granted so that we can once gain offer ISWs. The budget for one ISW is about \$9,000.00. If De Anza supports more than one ISW per year then the number would need to be increased.</p> <p>Total augmentation listed above is = \$24,000.00</p>	
Staff Development Needs	To stay current in the professional development field, which would translate into cutting edge program development, we request an additional \$3000 of conference funding for the Program Coordinator to attend the annual FileMaker Pro Developer’s Conference, the 4 C’s Classified Leadership Institute, and a POD/NCSPD conference. We request an additional \$3000 for the Director of Staff and Organizational Development to attend the POD/NCSPD annual conference and either the NCORE or NAME conference, as cultural competence and cultural humility are engrained in De Anza’s mission and core competencies.	

Mary Kay’s recommended revisions as of May 4

<p>Future plans</p>	<p>We assess 100% of programming that comes out of our department. During our annual retreat we assess the past year's evaluations, which in turn informs the direction of our programming. We would continue to do the same for any augmentation given (re: dollars) and if new classified positions were granted us, we would fold the person(s) into our department in such a way that we would continue to have a high level of assessment and evaluation to inform our practice.</p>	

TracDat Enterprise v4.5

tracdat.com https://deanza.tracdat.com/tracdat/faces/assessment/setup/general.jsp

Selected Unit: Dept - (PE) Physical Education admin [log out]

Home Department Program Assessment Plan Course Assessment Plan Assessment Data Summaries Reports Documents

General Personnel Courses/Services

Dept - (PE) Physical Education > Department > General

Department Name: Dept - (PE) Physical Education

Program Mission Statement:

I.A What is the primary mission of your program?: Transfer ?

I.A Choose a secondary mission of your program?: Career/Technical ?

I.B.1 Number Certificates of Achievement awarded: 11 ?

I.B.1 Number Certif of Achievement-Advanced awarded: 2 ?

I.B.1 Number AA and/or AS Degrees awarded: 5 ?

I.B.2a Non-instructional: #Students served: ?

I.B.2a Non-instructional: #Faculty served: ?

I.B.2a Non-instructional: #Staff served: ?

I.B.2b Non-instructional: #Employees - Students: ?

I.B.2b Non-instructional: #Employees - Staff: ?

I.B.2b Non-instructional: #Employees-PT faculty: ?

II.A.1 Growth/decline-underrepresented groups: Physical education has continued to increase the enrollment for targeted populations of African, Latino, and Filipino ancestry. ?

II.A.2 Trends in equity gap: ?

II.A.3 Closing the student equity gap: Our trends are fairly stable and remain high at 81% success in targeted vs 85% in non targeted populations and retention at 90 and 92%. ?

II.A.4 Overall growth/decline in # students: ?

Save Changes Discard Changes

