

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		
	Department Name:	International/Global Studies (INTL)	
	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)	Global Studies students will integrate information about the environment, cultures, histories, politics, arts, and economics of people around the world and develop the capacity to articulate their interdependence and interconnectedness. Grounded in a framework of cultural humility and appreciative inquiry, students will demonstrate cultural competence through the ability to interact effectively in international and multicultural settings based on an integrated understanding of global issues and perspectives.
I.A.1	What is the Primary Focus of Your Program?		Transfer.
I.A.2	Choose a Secondary Focus of Your Program.		Personal enrichment through greater global awareness and/or personal empowerment through a greater understanding, appreciation of our own sociocultural experiences and perspective in relation to those of other’s in relation to different sociocultural and geopolitical contexts.
I.B.1	# Certificates of Achievement Awarded		0

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.	1
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.	
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	For 2015-2016, three (3) AA degrees in Global Studies were awarded.
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/workforcecd/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.	N/A
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.	N/A
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	
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	
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	
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 .	2.0 FTEF
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://deanza.fhda.edu/ir/program-review.14-15.html .	0
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.	0
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.	
	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	Enrollments: 954 (2013-14); 950 (2014-15); 894 (2015-16) While we had a 15% decline in enrollment over a four-year period, this paralleled a 21.3% decline in sections offered. The section decline was due to various factors, but the most significant was the lack of instructors to teach specific courses. This decline in enrollment was also parallel with the College's significant decline in enrollment in AY 2013-2014. As you can see, there was only a very small drop in overall enrollments from 2013-14 to 2014-15 of 4 students.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	After a steady increase in overall Success Rates from 79% in 2013-2014, then 80% in 2014-2015, we had a drop to 75% in 2015-16. We will monitor these numbers more closely now with the new Inquiry Tool to see where the sources of this decline are and if there are any trends.
II.B.2	Plan if Success Rate of	In accordance with ACCJC requirements, the college has	

April 18, 2017

	Program is Below 60%	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.	
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.)	N/A
	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)	We saw an growth in this population from 195 in 2014-2015 to 219 in 2015-16.
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	<p>INTL has made progress as follows in relation to our 2014-2015 CPR plan to address the equity gap (aka, Equity Plan):</p> <ul style="list-style-type: none"> • Our Division has established a pattern of two to three division meetings per quarter to support connection and collaboration in sharing best practices among faculty, and also a once-a-quarter mini-retreat for FT faculty, of which INTL currently has only one at .5 FTEF who teaches for us, but whose home is in another division. We plan to use this meeting structure look more closely at Equity gaps and how to better support our Targeted students. • Our Division has advocated for more sensitive and timely tools (beyond the Data Sheets) to assess our success, particularly for our Targeted Student populations, that we can use to drive instructional improvements in a formative way. We are gratified and appreciative that beginning in Fall 2016 we will have the Inquiry Tool as institutional support in accessing meaningful information in real time to enable us to be more responsive to student needs. • Nearly all full-time instructors have renovated their respective

			syllabi to provide students with a more user-friendly formatting and more important, relevant content, including: FHDA email addresses; clear office hours and location; Final Exam dates and times; Student Learning Outcomes; Statements of Inclusion; and on-campus resources. The majority of our part-time instructors have also updated their syllabi as above, with the exception of that most still use the conventional formatting.
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.	No, our Success Rates for Targeted Groups is currently below 60%. In addition to following through consistently with the Plan above, for INTL we will pursue securing a full FTEF for this area to take the lead in organizing professional development meetings and other opportunities to engage in a cycle of inquiry regarding how to best support success for our Targeted Student groups. We will also be requesting additional funding for stipends for adjunct faculty to participate in such professional development.
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?	Please refer to III.B above.

	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.	0
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 2 XXX 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.	0
	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	NA

		give you the information.	
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	NA
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Growth.
V.C.2	Justification for Faculty Position(s):	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The recruitment and hiring of a FT instructor in INTL. with strong academic backgrounds in their content area, but also with strong skills in scaffolding student learning of academic reading and writing. We need an instructor who will lead in this department in student success data analysis, conduct PT faculty evaluations, coaching, and coordinate professional development activities. Ideally this instructor would have the academic background to develop our planned Peace and Conflict Studies (PACS) program, as well as assist the division in various other roles that are needed beyond the classroom.
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.	None Needed Unless Vacancy
V.D.2	Justification for Staff Position(s):	<ul style="list-style-type: none"> 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. 	NA
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	Under \$1,000
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties 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 ...) 	New, technology related, instructional equipment: Four sets of 50 iClickers for each of five FT instructors and an additional set for adjunct check out (total: 200) for in-classroom use, to technologically engage students' individual and group participation.
V.E.3	Equipment	<ul style="list-style-type: none"> Do you have assessment data available to justify this request 	This equipment will be used by students during class to promote

	Justification	<p>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.</p> <ul style="list-style-type: none"> • 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) 	DAC's Institutional Core Competencies of information literacy and communication & expression, and Global, cultural, social and environmental awareness; and Critical thinking through direct, in class interaction with others in responding to survey questions, making predictions, and otherwise engaging actively with course content.
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.	
V.F.2	Facility Justification	<ul style="list-style-type: none"> • 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? 	
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	Yes, additional funding to pay stipends to the 95% of faculty in this area who are part time and need a monetary incentive to compensate them for their additional time and energy to do PLOAC/SLOAC work in conjunction with implementing our Equity Plan.
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.	
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.	
V.J.	"B" Budget Augmentation	If there is a new initiative/project that requires additional funding, please state:	<ul style="list-style-type: none"> • B-Budget augmentation or other funding to compensate adjunct

		<ul style="list-style-type: none"> 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? <p>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.</p> <p>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</p>	<p>faculty for SLOAC/PLOAC related work, especially that correlating with our Equity Plan process.</p> <ul style="list-style-type: none"> B-Budget augmentation or other funding to compensate adjunct faculty for participating professional development related to department specific needs (as with Spanish Language online lab component use) and/or equity-focused professional development.
V.K.1	Staff Development Needs	<p>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)</p>	
V.K.2	Staff Development Needs Justification	<p>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</p>	
VI.	Closing the Loop	<p>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?”</p>	
	Submitted by:	APRU writer’s name, email address, phone ext.	Edmundo Norte, norteedmundo@fhda.edu , ext. 8443.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	4-14-17

