De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 20, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Office of Equity, Social Justice, and Multicultural Education |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The Office of Equity, Social Justice and Multicultural Education promotes — through programs and services — an academic, cultural and social environment that provides equity, social justice and academic success for all members of the De Anza College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century.  The Jean Miller Resource Room for Women, Gender, and Sexuality works to ensure that students, faculty, and staff are free to determine their gender and sexual identities without facing harassment, coercion, discrimination, or violence. JMRR fosters a safer and more inclusive community at De Anza by offering trainings and campus-wide events that increase awareness of and sensitivity to issues of gender identity and sexual orientation. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Learning Resources/Academic Services |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 0 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 0 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 0 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | N/A |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | 0 |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | 0 |
| 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 per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 243 (Equity Office)  45 (Jean Miller Resource Room) |
| 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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 1029 (Equity Office) 583 (Jean Miller Resource Room) |
| 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 per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 79 (Equity Office) 9 (Women, Gender and Sexuality Center) |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | Equity Office: 1 Women, Gender and Sexuality Center: 2 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. |  |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 2 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Currently, the Office of Equity, Social Justice, and Multicultural Education has a new Faculty Director for the 2021-2022 Academic Year. The Faculty Director facilitates and has revived the Student Equity Partners welcoming in new faculty and staff members representing 29 offices/programs/services that are instrumental to the achievement of our equity plan goal. The Student Equity Partners convene quarterly to provide space for faculty and staff equity leaders to: a) Build capacity for equity leadership mindfulness and holistic wellness; b) Reflect, collaborate, and share information on our program/service contributions toward the Student Equity Plan Goals c) Explore workplace mindfulness strategies and d) Report on Student Equity Projects. The Faculty Director also maintains drop-in Office Hours and is available for consultations with faculty and staff to support their efforts that contribute to the Student Equity Plan Goals including but not limited to technical consultation related to program reviews, individual and group projects and equity action plans, division/department support, and curriculum and pedagogy consultations. The Faculty Director also conducts needs assessments and develops and facilitates programs centering Diversity, Equity, Inclusion, Social Justice, and Multicultural training and support for Faculty with an emphasis on building competencies for more equitable pedagogy and student engagement alongside praxis-focused strategies and supports to foster a robust and intentional practitioner-level implementation of the Student Success Factors and goals that are outlined in our Student Equity Plan.  Our Office has a full-time Administrative Assistant; however, the funding is soft and there is no guarantee that we can retain this position. We also have a Program Coordinator who provides daily oversight of our Student Equity interns and the Equity Office and provides Equity Practitioner Training for Faculty, Staff, and students. In addition, the Program Coordinator assists and supports the All Peer Equity Training, Student Voices United for Change conference, Rock the School Bells conference, Undocuwelcome and trainings, DASB equity trainings, etc.  In addition, we had one FT faculty serving as the Jean Miller Resource Room Faculty Coordinator paid via additional pay which was funded through DASB. The Faculty Coordinator position is still listed as a 10 hr/week position but as this was taxing on top of teaching a full load, the Faculty Coordinator requested release time instead of additional pay, which was granted for 2021-2022. Resource allocation for 2022-2023 has been approved for a FT Faculty Coordinator and/or FT Counselor Coordinator position that we are scheduled to seek to fill in Spring 2022.  This hiring will help us better serve the students' needs and align with the goals of the Student Equity Plan. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | N/A |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | N/A |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | N/A |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | As a campus community, we have not made sustainable progress in this area. We will need to continue our equity planning efforts as well as training on specific institutional and pedagogical approaches to addressing the opportunity gap. It is important to note that these trainings and institutional assessment efforts are underway. Moreover with the State Chancellor's office various initiatives (AB 705, Guided Pathways) these will affect the success rates due to institutional changes. For JMRR, we do not currently have data measuring success, non-success and withdraw rates of LGBTQ+ students in the Disproportionate Impact Tool. There is one metric for non-binary students, which shows a -12 percentage point gap among those students. Our hope is to collect more data on self-identified LGBTQ+ students and develop a learning community for them so that we can better assess needs and improve success rates for this population. |
| II.E. | 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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | With the initiation of the 2014 state equity student initiative the office saw some significant change. The Equity Office was allocated a budget of $80,000, per the state allocations to De Anza for equity programming however, Fall of 2018 its allocation was reduced to $12,000 to support High Impact Practices, Equity Core Team mini projects and Lit Lunch.  The Office of Equity does have a permanent B Budget of $15,000 per academic year to support the work of the office. DASB also provided funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. However, given the decline in enrollment and the current budget crisis on campus, funding for JMRR remains tenuous if dependent solely on student fees. Starting in 2016, DASB also partnered with the Equity Office to assist with the coordination and allocation of the multicultural/diversity funding, which stands at an average $14,500 per academic year. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | The Faculty Director is committed to promoting the full inclusion of all students and members of our learning community to foster a learning community that centers engagement and connection for all; in a time of great social and political strife, many community members find solace in connecting with religion, spirituality, art, music, and/or philosophy. In examining the diversity of Student Clubs on Campus, the Faculty Director noted the following: there is a predominance of Christian denomination clubs on our campus and no representation of Athiest/Freethinkers, Non-Abrahamic Faiths, or non-dominant Abrahamic Faiths including the Muslim and Jewish faiths (i.e., presently, student religious clubs include *Christians on Campus*, *Fellowship of Overseas Students*, *InterVarsity Christian Fellowship at De Anza College*, and *Second Journey*). In addition, the Academic Calendars of the District regularly schedule start dates and/or other major events on religious holidays for religiously minoritized groups.  The Faculty Director will continue to identify, acknowledge, elevate and support groups beyond the acknowledged disproportionately impacted groups that our department has traditionally intentionally focused support for toward the greater and more holistic inclusion of all people in our learning community. Toward that aim, the Faculty Director is establishing a Heritage Month Workgroup in order to ensure that all heritage months that have been recognized federally are reflected in our local celebrations and events; this includes but is not limited to: Arab American Heritage Month, Jewish American Heritage Month, Sikh Heritage Month, a wide variety of identity recognition dates and other heritage months that have to date not been recognized with consistency by our learning community. Belongingness and welcomingness is reflected in the elevation and inclusion of these minoritized communities in our college life and learning community events and structures. When minoritized students see that their cultures and identities are celebrated and welcomed, our equity goals around the student success factors of students feeling engaged, nurtured, welcomed, and included become more feasible. In addition, these programs benefit the community as a whole by increasing opportunities for intercultural communication and to build cultural intelligence, cultural humility, and cultural competence. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | The Equity office has slowly transformed into a "safe" space where students come for various reasons and feel at "home"; however, there have been some concerns and questions raised about how welcoming and inclusive the office is to all students, faculty or staff who are in need of a safe space that the new faculty director will seek to learn more about and address in meaningful ways. With this said, creating a culture of belonging in a physical space offers learning community members solitude and connection to the campus.  Some successes for the Office of Equity are the Student Equity Partners meetings which support, promote and collaborate our efforts working with DI groups and closing the student equity gap. The student ambassador equity certification that was piloted during 2020-2021 to train students in foundational concepts/theories of equity and social justice, participatory action research, and being an effective shared governance student representative. Moreover, we have created a culture of collaboration that assists and supports the All Peer Equity Training, Student Voices United for Change conference, Rock the School Bells conference, Undocuwelcome and trainings, DASB equity trainings, etc.  In light of the uptick in anti-Semitism observed locally and globally in the 2021-2022 school year, the Faculty Director brought in community partners to discuss the need for Jewish Inclusion with our Equity Action Council and they have made [recommendations to our Office and our campus community](https://drive.google.com/file/d/1zLrmN0X-8cRCMWsf4YV3Sj3yt8suACxM/view?usp=sharing).  Based on the recommendations, in the 2021-2022 school year, the Faculty Director organized a month-long Jewish Inclusion and Anti-Semitism Community Education Summit with the goal of elevating Jewish inclusion at a time when anti-Semitism is on the rise locally, regionally, and globally. The Summit included multiple local and national community advisors and partners along with student and youth voices from diverse colleges and organizations. Summit topics included: Defining Anti-Semitism, Protecting Freedom of Expression in the Face of Rising Intolerance, Crossing the Line 2: The New Face of Anti-Semitism on Campus, Intersectional Identities: Diverse Voices from the Jewish Community, and Forgotten Refugees: The Mass Exodus of Jews from Arab Countries and Iran in the 20th Century. The Summit proceedings are archived at: <https://tinyurl.com/DeAnzaJewishInclusion>  The establishment of a Heritage Month Workgroup will increase our capacity to recognize heritage months and identity recognition days; this group also provides input into the multifaith calendar that will hopefully help us at the campus and District levels to schedule in ways that are mindful of religiously minoritized peoples in our learning community. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | The Faculty Director made budget requests to the Dean of Equity and Engagement to bring in multiple speakers and to host virtual events in recognition of Arab American Heritage Month in April and Jewish Heritage Month in May; AY 21-22 was the first year these additional heritage months were recognized in our learning community. No funds we made available to the director to support these initiatives and without budgetary support, growing these efforts will continue to be a challenge. We are requesting at minimum $5,000 be reserved and made available to the Faculty Director from annual budgets of the office to support various heritage and identity recognition month events.  Also, the increasing gap of student basic needs not being met, wrap around services are needed to ensure that the students are being provided emotional/social support in order to be successful in their academics. The divisions/departments need to have a more streamlined effort to collaborate and provide services/resources for students. Therefore, more basic needs monetary support is needed to meet the demands of the students. Building on the success of learning communities at De Anza Women, Gender, and Sexuality Center hopes to develop a "Lavender Learning Community" for LGBTQ+ identified students and their allies. This work will fall under the purview of the Faculty Coordinator and/or Counselor/Coordinator which is an approved budget request for 2022-2023 and this role will help manage the program because a program of this nature would require innovative methods of recruitment, retention, instruction, and community building. Moreover, De Anza is committed to closing the student equity gap and in the current Student Equity Plan, the LGBTQ+ student population has been identified as a Disproportionate Impacted group. Therefore, allocated resources and strategic planning to support this population are needed. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | The office is now transitioning from being under the auspices of the Equity and Engagement Division with a new Dean, which is significantly different given the breadth and depth of her work advocating,  managing, and guiding all related DIS focused programs under her purview. The Dean of Equity and Engagement not only oversees the daily operations of our office but several programs/offices that report to her. Thus, given the many roles and responsibilities of the Dean, it is a challenge for the dean to provide daily oversight to carry out the efforts for addressing and closing the achievement gap. Greater transparency and efficiency is also needed with securing budget approvals from the Dean and processing contracts in a timely manner in order for the Faculty Director to create, develop and execute programs and resources that emerge as community needs.  As the Office of Equity team adapts to and adjusts to welcome in a new Faculty Director in 2021-2022 and a new Faculty Coordinator for the Women, Gender and Sexuality Center in 2022-2023, training and supports on teamwork, team-building, and inclusive and non-violent communication are opportunities to learn together that require intentional planning and budgetary support from the Dean to enact.  This Academic Year is the first year the office has had a Faculty Director since June 30, 2017. The Faculty Director provides equity coaching, support, and technical assistance to meet the Student Equity Plan Goals. The Faculty Director is looking toward creating a four year professional development plan with the Office of Professional Development and also implementing Equity Community of Practice structures to facilitate collaboration at the departmental and/or Division level toward more equitable pedagogy and curriculum. The Faculty Director conducted over 50 hours of interviews with senior leadership. faculty, and staff members and was advised that no coherent and actionable definition of key terms such as equity, equality, diversity, and inclusion as it relates to pedagogy and the learning environment had been established or approved. In response to needs assessment requests, during the 2021-2022 Academic Year during each quarter, the Faculty Director held multiple Define and Apply workshops to facilitate inter-departmental dialogue and collaboration on defining what IDEA or Identity, Inclusion, Diversity, Equity and Equality, Acceptance and Access means to us with respect to the learning environments that are led by faculty and staff practitioners. Details about the Define and Apply workshops is available at: <https://sites.google.com/view/deanza-idea/home>  The Equity Office has seen great success in deepening our equity framework theory of action. These documents have been adopted by the AS & DASB and infused throughout many of our guiding documents (e.g., Mission and College Values, Accreditation, Educational Master Plan, State Equity Initiative).  What's more, we provide training and coaching on the integration and praxis of these tools in addition to applying to our intern programs, policies, and practices. Part of our equity planning is guided by De Anza equity theory of action, which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways: Intrapersonal development for equity: provide developmental workshops and guiding materials for personal development Interpersonal development for equity. However, the new Director notes that current theory of action in use remains incomplete in that it was not fully operationalized and/or tied to evaluation performance goals and metrics; as a result, the new Faculty director will seek to expand upon and/or create a new the theory of action that is informed by her 50+ hours of needs assessment conversations in the Fall 2021 and Winter 2022 quarters, more relevant to the constituencies beyond our office, and more relevant to the current equity needs and structural and organizational realities that have surfaced on our campus since the theory of action tool that is in use that was created during the time period of 2015-2017; specifically we will be looking at expanding our framework to emphasize the needed transformations in curriculum and pedagogy that are needed to move the needle in meaningful ways to the benefit of all students and learning community members. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | N/A |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” | N/A |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | N/A |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | N/A |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) 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 Equity Office was allocated a budget of $80,000, per the state allocations to De Anza for equity programming but in fall 2017 was reduced to $6,500. This decrease of Student Equity funds has limited our capacity for faculty coordinators that support the equity efforts across campus. Also, providing specific trainings from professional experts in their fields for specific departments/divisions to support their equity efforts. Additionally, we now have permanent B Budget at an average of $15,000 per academic year. We have also received funding from DASB, which supports our LGBTQQI programming. DASB also provides funding for the Women, Gender, and Sexuality center. Starting in 2016, DASB has also partnered with the Equity Office to assist with the coordination and allocation of the multicultural/diversity funding, which stands at an average $14,500 per academic year. This process is across campus collaboration with various student clubs and programs. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, 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: | Since we are experiencing a budget crisis due to a decrease in enrollment and the increasing standard of living, student's external environment has a negative impact on their student success. Thus, we are experiencing an increase in students’ need for emotional support and resources on/off campus. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “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 | 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. |  |
| 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. |  |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | There is a critical need to stay current in the fields of equity, social justice, and multicultural education in order to fully meet the demands of the office and college community. The following conferences have been identified as sources of staff development: NAME, NCORE, Community at Work, Social Justice Training Institute, Equity Institute at Skyline College, Center for Urban Education Equity Summit, and the Intercultural Training Institute.  The Office of Equity Team has a need for training to support incorporation of new team members. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | We will meet with our institutional research to develop specific program assessment tools. We are also working to better track our program participation and evaluation data. |
|  | Submitted by: | APRU writer’s name | Tabia Lee |
|  | Last Updated: | Give date of latest update | May 18, 2022 |