

**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. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, "Documents file". Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto: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

	<b>Information Requested</b>	<b>Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)</b>	<b>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.</b>
	<b>Program Description</b>		De Anza College offers a variety of lower division courses for students interested in learning at flexible time schedules. Courses are designed to meet the various needs of students and may be delivered completely online or include on-campus, face-to-face meetings with instructors. Specifics on the delivery of each course are included in the course syllabus each quarter. Online courses are available in a variety of disciplines including business, child development, computers, creative arts, science, intercultural studies, language arts and social science. They are equivalent academically to on-campus courses, and many meet General Education and transfer requirements for California public institutions of higher learning.
	Department Name:		Online Education Center (formerly Distance Learning Center)
	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"? ( <a href="http://www.deanza.edu/about/missionandvalues.html">http://www.deanza.edu/about/missionandvalues.html</a> )	The following outcomes have been identified and documented. <ul style="list-style-type: none"> <li>● Students: To be able to successfully use Online Education Center resources to take technology-mediated courses.</li> <li>● Faculty: To be able to successfully develop and facilitate technology-mediated courses.</li> <li>● Staff and other clients: To be aware of the services and resources</li> </ul>

			<p>provided by the Online Education Center and use them to support the college mission.</p> <p>While De Anza consistently serves students within its district, more than 80% of its students are now from areas outside the district, chiefly the immigrant and working-class communities most in need of quality, low-cost educational opportunities. These students, many from East San Jose, make De Anza their first-choice college in spite of the fact that other colleges are geographically closer. These students, together with students who reside within the district boundaries, have available to them course offerings in the online format providing greater flexibility in their choice of learning environments. Moreover, information literacy is a necessary skill for virtually all jobs. Learning how to work with extensive information is just part of the challenge. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest. Education through an online format is just one way that students can develop and fine-tune their skills in the digital world. At De Anza, students are able to select the modality that best fits their needs for a number of courses. Online education is currently facilitated through the course management system, Catalyst (a customized version of Moodle), which provides a consistent look and feel for students. The Online Education Center provides support and ongoing services to prospective and enrolled students as well as faculty to support student success in the online environment.</p>
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	Learning Resources/Academic Services
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Learning Resources/Academic Services
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: <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> Leave blank if not applicable to your program.	N/A

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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> . Leave blank if not applicable to your program.	N/A
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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program.	N/A
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 <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program	N/A
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: <a href="https://www.deanza.edu/workforceed/ged/">https://www.deanza.edu/workforceed/ged/</a> 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	+49, total 122
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	+ 2013-14 = 5880  10, 097 previous number incorrect

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	N/A
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> .	45.8. 11 % increase from 2013-14 to 2014-15
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	0 (no change)
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. <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> .	FT load has decreased by 5% over the past three years Overload has increased by 4% the past three years PT load has increased by 1% the past three years
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.	4 classified staff employees. 0 = no change
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.	N/A. Staffing changes occurred in 2015-16.
	<b>Enrollment</b>		
II.A.1	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a>	Online Education enrollment has increased across all markers (unduplicated headcount, enrollment, sections, WSCH, FTES, FTEF). In particular, enrollment continues to increase around 10% each year. This is likely due to increased and diversified options for online course enrollment across many divisions as shown by the 7.9% increase in the number of sections.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Success rates have increased for all students from 66% to 70% even with the increase in the number of grades reported (from 11,907 to 14,330). Withdrawals and non-successful grades and corresponding percentages have decreased steadily each year.  For targeted groups, success rates have increased from 57% to 59% while grades also increased from 3,430 to 4,127 during the same period.

			Asian, Filipino, Latino/a, Pacific islander, White and students who declined to state ethnicity all have seen increased success rates. African American and Native American student success rates have decreased in the past three years.
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% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a> 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.	In order to improve systems and processes for online students and faculty, in December 2014, the Online Education Center contracted with Moodle consultants for an operational assessment. The OEC used the resulting assessment report to automate major technical system processes and refine services. Staff developed a companion guide for faculty to use in developing courses. In collaboration with the Office of Communications, OEC instituted a more efficient process for lecture capture and captioning requests which encourages interaction and more diverse methodologies to engage students in online courses. In early 2014, the campus contracted with Smarthinking to offer 24/7 online tutoring, a service that continues to be highly used by students. The Online Education Center anticipates leveraging opportunities with the statewide Online Education Initiative (OEI), especially with regard to services, quality standards for courses and accessibility as ways to continue improving success rates.
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.)	In 2014-2015, we began internal procedures and documentation to address state authorization requirements for those students who are taking all online courses from outside of CA. A complex analysis of online degrees and certificates in preparation for submitting a Substantive Change proposal to ACCJC in 2016 was initiated in collaboration with Institutional Research. In the Fall of 2014, the Catalyst system administrator began reporting directly to the Learning Resources division dean.
	<b>Equity</b>		
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 <a href="http://deanza.fhda.edu/ir/program-review.14-15.html">http://deanza.fhda.edu/ir/program-review.14-15.html</a> )	Compared to 2012-13 data, enrollment has increased in the number of students who identify as Asian (+6%), Latino/a (+1%) and has remained the same for African American (7%) and Filipino/a (7%) identified students.
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:	Faculty professional development and support, student services for online students and technical support for the course management system for both faculty and students are all broad-based practices that positively impact student success.

		<p><a href="http://deanza.edu/gov/IPBT/program_review_files.html">http://deanza.edu/gov/IPBT/program_review_files.html</a></p>	<p>Online Education staff are actively involved in ongoing activities that enhance student success. Examples below.</p> <ul style="list-style-type: none"> <li>• Online student support provided via phone, email, technical request or office walk-in. Guidance is provided for everything from registration, to orientation, to taking online courses classes, and assisting with connecting with faculty.</li> <li>• Three levels of course management system training coupled with instructional design concepts are provided to faculty multiple times throughout the academic year.</li> <li>• Effective Practices Showcases for faculty by faculty. These engaging symposia offer faculty the opportunity to explore new ideas for engaging students in online courses.</li> <li>• Catalyst Student Orientations are offered at the beginning of every quarter to help students get started using the system.</li> <li>• Overview and contemporary issue presentations to departments, divisions, administrators, and the Online Education Advisory group to create awareness and visibility and seek input.</li> <li>• Development of an online course checklist for faculty to use in conjunction with course development and delivery.</li> <li>• Student Success Center workshops on "How to Be an Effective Online Student: Learn Strategies to get the Most Out of Online Classes" are offered regularly during the academic year.</li> <li>• Implementation of Smarthinking (online tutoring service) in collaboration with the Student Success Center.</li> <li>• Strategic planning during Summer 2014, followed by outside consultant assessment and implementation of key technical changes and internal procedures and practice changes to better serve students and faculty.</li> <li>• Accessibility practices were developed (extended time on test, for example) and are now regularly followed and highlighted in course management platform trainings for faculty.</li> <li>• Faculty who teach online and area staff members attend the Online Teaching Conference each year designed and facilitated specifically by and for California Community Colleges. This professional opportunity address a wide range of opportunities for online teaching and learning including accessibility, equitable resources for online students and effective pedagogies for student engagement and retention.</li> </ul>
III.C	Plan if Success Rate of	In accordance with ACCJC requirements, the college has	For targeted groups, success rates have increased from 57% to 59%

	<p>Targeted Group(s) is Below 60%</p>	<p>adopted an institutional standard for successful course completion at or above 60%  <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>                  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.</p>	<p>while grades also increased from 3,430 to 4,127 during the same period.</p> <p>Filipino and Latino/a have increased success rates. African American student success rates have decreased in the past three years: withdrawals have increased by 3% for this targeted group.</p> <p>Early engagement and ongoing communication with students is key in decreasing withdrawal rates and increasing success in general. The Online Education Center supports faculty in learning effective ways to engage students in the online environment: OEC staff also assist students in connecting with faculty, learning how to navigate the course management system and the college in general.</p> <p>The redesign of the online education website has recently been completed: this is an important frontline resource for students to learn about online education at De Anza in order to prepare for success in online courses. The orientation to online learning and readiness assessment for students is under development with plans to go active in 2015-16.</p>
<p>III.D</p>	<p>Departmental Equity Planning and Progress</p>	<p>What progress or achievement has the program made relative to the plans stated in your departmental <b>2014-15</b> Equity Plan?</p>	<p>The Online Education Center staff engaged in a physical and virtual (website) equity walk during 2014-15. In response, when the physical location of the Center changed, we took the opportunity to create a welcoming environment for students, faculty, and staff. More recently, the OEC website was refreshed which is a significant source of information for the campus community. Ongoing awareness and visibility of the OEC as a support service is also a vital component of equity work: updates and support service information provided to various campus constituencies has increased.</p>

	<p><b>Assessment Cycle</b></p>		
<p>IV.A</p>	<p>Cycle 2 PLOAC Summary (since June 30,2014)</p>	<p>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 &amp; Analysis/#PLO statements times 100- All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019.</p>	<p>N/A</p>
<p>IV.B</p>	<p>Cycle 2 SLOAC Summary (since June</p>	<p>Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2</p>	<p>N/A</p>

	30, 2014)	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.	
	<b>Resource Requests</b>		
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 information.	Internal B Budget is adequate funding for OEC at this time nad has remained relatively unchanged for several years. We utilize B budget for minor equipment and supplies for the office as well as for professional development for faculty and staff and any consultant or contractual expenses.
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: <a href="http://deanza.edu/ir/program-review.14-15.html">http://deanza.edu/ir/program-review.14-15.html</a>	No external funding has been utilized and the current internal budget is sufficient at this time. Instructional Equipment dollars will be requested for a large scale critical refresh of the Catalyst system in 2016-17.
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
V.C.2	Justification for Faculty Position(s):	<ul style="list-style-type: none"> <li>Briefly, how will this position support student needs?</li> <li>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.</li> </ul>	N/A
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. Staffing is adequate at this time.
V.D.2	Justification for Staff Position(s):	<ul style="list-style-type: none"> <li>Briefly, how will this position support student needs?</li> <li>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.</li> </ul>	N/A
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	Over 1k
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> <li>Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended</li> </ul>	\$80-100k for replacement/refresh of the physical server stack, storage, and VMware licenses for Catalyst



		<p>warrantees etc.</p> <ul style="list-style-type: none"> <li>• Did this request emanate from a SLOAC or PLOAC process?</li> <li>• Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . )</li> </ul>	
V.E.3	Equipment Justification	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Who will use this equipment?</li> <li>• What would the impact be on the program with or without the equipment?</li> <li>• What is the life expectancy of the current equipment?</li> <li>• How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> </ul>	<p>Catalyst is the current course management platform for De Anza and the hardware is due for refresh in 2016-17. The hardware and associated licenses are an absolute necessity for students who take online and/or hybrid courses and the faculty who offer them.</p> <p>Equipment is used by OEC staff, students and faculty: including students in hybrid classes, there are over 20,000 user accounts using the Catalyst platform for teaching and learning.</p> <p>The likelihood of a hardware fail generally increases the longer aging hardware is in place and the current hardware is approaching the 5<sup>th</sup> year in 24/7 operation (purchased and configured in summer 2012). Five years is the typical lifespan for hardware in the industry.</p> <p>Since online and hybrid courses offer students an accessible environment for learning, this request directly ties to the mission and values. As testament to the value of online education, the continued growth in enrollment and continued increase of faculty using the online course management platform equates to a direct need for this infrastructure investment.</p>
V.F.1	Facility Request	<p>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.</p>	No facility requests
V.F.2	Facility Justification	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Who will use this facility?</li> <li>• What would the impact be on the program with or without the facility?</li> <li>• What is the life expectancy of the current facility?</li> </ul>	N/A

		<ul style="list-style-type: none"> <li>How does the request promote the college mission or strategic goals?</li> </ul>	
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	No
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.	PT embedded counselor for online education. If we are to truly improve success rates in online education, a PT counselor assigned to the Online Education Center is essential.
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.	Students in online courses have lower success rates in general for both targeted and non-targeted groups. An IR review of demographic data ( <a href="http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to-Face%20Student%20Profile_09.08.15.pdf">http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to-Face%20Student%20Profile_09.08.15.pdf</a> ) conducted in Fall 2015 provides additional details about the overall success rates, target and non-target groups and comparison to face-to-face student demographics. With upward trend in enrollment for online and the need for equitable services for online students, a dedicated PT counselor has the potential to increase student success in our online program across the board.
V.J.	"B" Budget Augmentation	<p>If there is a new initiative/project that requires additional funding, please state:</p> <ul style="list-style-type: none"> <li>Who/what could be supported if this additional funding was awarded?</li> <li>What would the impact be on the program with the funds?</li> <li>How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> <li>How much money is being requested?</li> </ul> <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>	N/A
V.K.1	Staff Development	What would the impact be on the program with or without	Staff development funding allows for conference attendance and

	Needs	meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a> )	learning and training that provides a greater context for daily work. Both external (through Staff development applications) and internal (B budget) funds are utilized for professional development opportunities.
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	No need identified at this time due to use of internal funding to support staff.
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?”	For instructional equipment, we plan to monitor usage of infrastructure equipment.  For PT Counselor, we will review success rates and request an additional demographic review by IR for comparison in order to determine impact.
	Submitted by:	APRU writer’s name, email address, phone ext.	Lorrie Ranck, <a href="mailto:ranbcklorrie@deanza.edu">ranbcklorrie@deanza.edu</a> , x8489
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	4-27-16