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.

Dept. Chair_____Hua-Fu Liu_____

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.	? Trac Dat Help button will reveal
I.A Department Name:	Cantonese Department	
Program Mission Statement:	To offer introductory level curriculum in the language and cultures/contributions of Cantonese-speaking world areas, with focus on developing accuracy and fluency in the (oral/written/culturally appropriate) communication skills established by ACTFL (American Council on the Teaching of Foreign Languages). The program strives to serve transfer students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within Cantonese-speaking communities.	
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career and Personal Enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html

Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html
Learning Resources and OSOD: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
Learning Resources and OSOD: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
Learning Resources and OSOD: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Faculty Employees	No change	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Student Employees		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Part-time Faculty Employees	No change	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Staff Employees		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
II.A-Growth and Decline of targeted student populations	The percentage of the Latino/a students who enrolled in Cantonese program for the years of 2008-2009 and 2009-2010 was 1% but there were no Latino/a students attended in 2010-2011. The percentage of Filipino/a students who enrolled was 0% (2008-2009), and went up to 1% (2009-2010, 2010-2011). The number of Filipino/a students enrolled increased from 0 (2008-2009) to 1 student (2009-2010, 2010-2011). No student of African Ancestry enrolled in Cantonese.	Briefly, address student success data relative to your program Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to: www.research.fhda.edu/programreview/DAProgram Review/DeAnza_PR_Div_pdf/DeAnzaProgram ReviewDiv/htm
Trends in equity gap:	Student success rate for Filipino/a students in Cantonese was 0% in 2010-11. However, this is mainly because only one student attended and also withdrew in 2010-2011. The same situation applied to the Student success rate for Latino/a students in Cantonese which was 0% (2009-2010). There were more multi-ethnic students who enroll in Cantonese may include Filipino, African Ancestry and Latino/a students. The success rate for multi-	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.

	ethnic group was 100% for 2009-10 and 2010-11.	
Closing the student equity gap:	The faculty has adopted more technology in language teaching and learning in the past two years in teaching. The faulty is continuously recruiting more targeted students to enroll.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?
Overall growth/decline in # students:	The number of students that enrolled in Cantonese courses has grown from 77 (2008-2009) to 125 (2009-2010) and declined to 102 (2010-2011). The retention rate for Cantonese courses increased from 91% (2008-2009) up to 92% (2009-2010) and decline to 86% (2010-2011). However, the retention rate dropped from 91% to 86% (2008-09 to 2010-11) as well as the student success rate dropped from 88% to 85% (2008-09 to 2010-11).	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	Due to budget issues, the cut off day for the classes with lower enrollment has continuously become earlier before the quarter starts. The anticipation of pre-requisites which will be effective in this fall will also impact future enrollment.	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.
Progress in "Main Areas of Improvement"	The faculty of Cantonese program is working together with and closer to the campus wide student services programs to recruit more different ethnic groups of students especially the Filipino/a students. However, we are still waiting the opening of the Mediated Learning Center, which will begin to meet the needs of all World Language programs for a language lab. Instructional activity in the Mediated Learning Center will surely result in higher retention and success rates. More students use internet as resources to learn Cantonese. Hence the instructor of Cantonese needs to provide 1) curriculum content: verbal and written information (vocabulary, grammar, cultural relevance) for resources that students utilize. (2) Future plans for Cantonese Program: provide more instructional resources for students to learn the language, e.g. online Cantonese characters Input.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html 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.
CTE Programs: Advisory Board Input:		Career Technical Education (CTE), 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.
IV. A Budget Trends	Please refer to the Dean's summary	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.
Enrollment Trends	Due to budget issues, the cut off day for the classes with lower enrollment has continuously become earlier before the quarter starts. The anticipation of pre-requisites which will be effective in this fall will also impact future enrollment. The increase in tuition may be a factor in the decreased number of students who enroll.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.
V. A -Faculty Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Justification for Faculty/Staff Positions:		Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, assessment data that supports a need for growth, etc.
Equipment Request		A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Etc
Equipment Justification		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? Etc.
Facility Request		Name type of facility needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		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? Etc.
B Budget Augmentation	Please refer to the Dean's summary	How much? Who or what would be supported by this additional funding? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
Staff Development Needs	Stipends for part-time faculty who prepare SLOAC and PLOAC	What assessment information has lead to this request. What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	We need to slightly revise the cultural part of our SLOs so it can be more easily assessed. We hope that the opening of the Mediated Learning Center will help us better serve and assess our students on the listening and speaking portions as well as better assess students' listening and speaking parts. Using the language lab, faculty can easily assess students on their listening and speaking portions.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	Adjunct faculties will participate in a PLOAC based on identified staff development activities.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Hua-Fu Liu, liuhuafu@fhda.edu, ext.: 5324	APRU writer's name, email address, and phone ext.

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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 Achievment awarded:	11 ?
I.B.1 Number Certif of Achievment-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

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