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:		(LA) English As a Second Language
	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)	Our Program Learning Outcomes are: 1. Orally communicate effectively and comfortably with native speakers in academic and social settings. 2. Produce standard academic writing at the college-entry level. 3. Demonstrate comprehension and analytical reading skills. 4. Listen effectively in a variety of academic, personal and vocational situations. In accordance with the College's Institutional Core Competencies (ICC), the mission of the ESL Department is to provide immigrant, international, and other

April 12, 2017

1

			students whose first language is not English with a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially, and personally.
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	Basic Skills
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
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: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
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.	
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	
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/workforceed/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.	
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.	
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	

April 12, 2017

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.edu/ir/program-review.15-16.html	26.9
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.edu/ir/program-review.15-16.html .	Full-time faculty: 30.5% (-14%) Part-time faculty: 61.6% (3%)
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.	
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	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.edu/ir/program-review.15-16.html	Enrollment numbers in the ESL Department have been on an upward trend of 4.3% with an increase of 265 over a four-year period from 2012 -2016. Along with enrollment, our productivity went up yearly attaining a 2.4% increase in the same period. The growth demonstrates the ongoing demand for ESL classes and the effectiveness of our program in serving the various needs of our students from basic skills and personal enrichment to degree completion and transfer.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Overall, student success rates have gone up significantly across the board in the last four years. Using the first and the last of the four-year period for comparison, the course

			success rate went up from 78% to 83%; the success rate for targeted groups rose from 72% to 75%; not-targeted groups from 79% to 83%. With the same comparing benchmark, success rate by ethnicity also increased for most groups: Asian: 79% to 83%; Filipino: 73% to 93%; Latino/a: 75% to 76%; Pacific Islander: 50% to 75%. However, the success rate for African American dropped by 1% from 65% to 64%. We also noticed a severe drop in enrollment for African American from 149 in 2012-13 to 73 in 2015-16. When comparing success rates by gender, there is an 8% gap between female and male students with female student success rate at 86% and male student's at 78%. Though male student success rate increased from 73% in 2102 to 78% in 2015, we are aware that this is an area we need to look into, in particular our gap is twice that of the 4% gender gap in success rate for the College. To close the gap, we would need data on which ethnic groups of male students may need help. Currently, 77% of students in our program are grouped under "Asian." It would help us if this group is further broken down by ethnicities, such as Vietnamese, Chinese, Koreans, Japanese. We also want to explore the possibility of a breakdown in data regarding male students from Europe and the Middle East. We suggest that the Assessment Center keep a record of the students' native languages when they take the placement test and give the data to the Office of Institutional Research and Planning. Both sets of data will facilitate us in devising

April 12, 2017

			methods and approaches to enhance the success of male students in our classes.
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% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.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.	Not applicable to our program. Course success rate 2015-2016 was 83%.
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 response to State Accreditation requirements, the program has created SLOs for each of our 15 courses and implemented SLO assessments (SLOAC) as required. With the completion of the SLOACS for ESL 200 (SLO 1), 244, 261 & 6 in Spring 17, we will have completed 100% of our SLOACs for the second cycle of course assessments. Department meetings and SLOAC activities have led to many fruitful ideas. There are norming sessions for different levels of writing and reading classes to help faculty adhere to standards and requirements stated on the course outlines. Since Spring 2016, we have held level-norming/sharing sessions for ESL 253, 262, 263, 273, and 5. ESL 251 and 253 support workshops that we developed from Title III funds continue quarterly to help students reinforce their basic skills. Along with the ESLL Department at Foothill and Adult Ed schools in our region, our department plays a key role at the North Santa Clara County Student Transition Consortium to help create pathways for language learners to transition from Adult Ed to the

April 12, 2017

			community college. Currently, the department chair serves on the Consortium's Curriculum Alignment Task Force, and several other faculty members have agreed to serve on other committees. In addition, the chair facilitates visits to our classes to help Ad Ed teachers get a first-hand experience of our curriculum. However, owing to sabbatical leaves and other factors, currently our participation is mainly in the area of curriculum alignment. We will need more faculty members to be involved with the Consortium to help Ad Ed students transition into our program.
	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.edu/ir/program-review.15-16.html)	During the first three years of the current four-year cycle between 2012-2015, the enrollment data for African Americans and Filipinos remained constant, but there was a 2% drop for Latino/a students between 2014-2015. Between 2014-15 and 2015-16, however, we had a 1% drop in African Americans, in addition to the ongoing 2% decrease for Latino/a students. By nature of our program, the ESL Department serves students whose native language is not English; thus "African Americans" in our program are Africans, not African Americans whose first language is English. Filipino students who may have a more fluent command of English also do not have much need for our program. Thus, these two groups are small in our program at 1% and 0% respectively,

| | | | compared to students from non-English speaking countries in Asia and the Middle East, who make up the majority of our student population.

Enrollment of African students depends on the number of this group coming to our campus, so it is not within the control of the department.

On the other hand, while we still have to determine the causes for the 2% drop in Latino/a students, we could join forces with the Outreach staff to reach out to incoming Latino/a high-school students on our course offerings. In fact, two of our faculty members recently coordinated with a high-school teacher to introduce our program as well as support services at Listening Speaking Center and language-learning software in the ATC computer labs when he brought his students to campus for a tour.

The ESL Department plays an integral role in the College's mission to address student diversity and equity. We offer 15 courses to serve the College's many non-native, underserved/under-represented students as well as international students. Many students start with ESL to build their foundation in English language skills. For these students, the ESL department is the gateway to other college courses. They progress to certificate, workforce readiness, GE, major, and transfer programs. Without ESL, student success in these courses and programs would be significantly impacted with higher attrition rates. |

April 12, 2017

			Our program's overall course success was 83% and the targeted group success rate was 75%. Our overall success rate was higher than the College's by 6%, and our targeted group success rate was higher than the College's by 5%.
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	To close the student equity gap, we continued to have formal and informal discussion on course standards, assessment methods, and curriculum development. Faculty came together in department meetings, small groups, and on the department's listserv to discuss concerns and observations from the assessments to better serve our students. After completing the three remaining SLOACs in Spring 17, we will have assessed all 48 SLOs for our courses for the second assessment cycle. In Spring 2014, the department replaced the use of the portfolio as the sole measure to pass or fail ESL 263, in favor of multiple measurements that involve different aspects of student work. This curricula change became effective in Fall 2015. We have worked closely with instructional support programs, such as the Listening & Speaking Center, the Writing & Reading Center, the ESL computer Lab, and the LinC Program. We have provided a variety of ways to deliver instruction, including offering two sections of a hybrid ESL 272 (Advanced Reading & Vocabulary) and one section of a hybrid ESL 5 (Advanced Composition & Reading) every quarter. Most recently, we agreed to pilot a hybrid ESL 252 (High Intermediate Reading) for the winter and

			spring of the current academic year.
			We use online language learning platforms, such as Pearson Interactive and Focus on Grammar, to provide additional support and alternative learning modules for our students. To facilitate instruction, many of our faculty members hold classes in the computer labs (ATC 307 and 305) managed by George Hein, a full-time staff member, who gives orientations to the online platforms, facilitates faculty in signing up and managing their classes on the platforms, and helps students with any problems accessing the programs.
			We also have faculty running CCP (Cross Cultural Partners) for 17 years. CCP is a program designed to improve our students' speaking and listening skills and to promote cross-cultural understanding. On average, about 150 ESL students participate in the program every quarter to practice their listening/speaking skills outside their classes and share their cultures with non-ESL students in the process.
			We collaborated with Child Development to offer two courses: ESL 280 and ESL 254 to equip Child Development students with adequate language skills to succeed in their major. Even though the courses were not offered owing to enrollment issues, the two departments have been in dialogue for future collaboration.
			With proposed full-time hires, we are optimistic that we can achieve equity and student success within the department. We also seek to achieve gender balance, ethnic and LGBTQ equity, and cultural diversity.

			By working closely with the Assessment Center, we have improved the accuracy of placement so that students are properly placed. We will continue to use placement test readers, who play a key role in the success of the placement process. As the first department on campus to complete mapping our courses to CAI (Common Assessment Initiative) competencies, we are well informed of upcoming changes regarding the State's mandate in developing a portable placement test for students. We serve on both the College and District assessment teams. Regarding the District' s new Retest Policy, the department's initial position was not to allow retest. However, upon further review and extensive discussions both on the department's listserv and in a meeting, the faculty came to a consensus and voted unanimously to adopt the new District Retest Policy in the best interest of our students.
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://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.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.	Not applicable to our program. Course success for targeted groups in 2015-16 was 75%.
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?	Our faculty members teaching the same course continue to meet and share ideas and class materials. They also serve as mentors for members who are teaching the course for the first time. Norming sessions are held to help both new and veteran faculty review and adhere to course requirements. Since our last equity plan, we

			have held norming sessions for ESL 253, 262, 263, and 5. We have also set up an ESL Shared Resource site in Office 365, inside My Portal, for department faculty to upload and share green sheets, syllabi, handouts, links, and other useful materials. Department meeting minutes and documents, such as department policy on chair rotation, are available at the site for easy access to departmental information. Both new and veteran faculty can benefit from these shared resources to enhance the classes they teach or new ones they are about to teach. Our Resource Faculty system continues to help new hires to get acclimated to both the department and the College. New adjunct faculty can access resource faculty for their respective classes as soon as they get their assignments. The resource faculty helps the new faculty with syllabi, text selection, and course standards. Last spring, we had a department faculty member, Iva Tacey, present key concepts and practices in achieving equity in the classroom and among faculty colleagues at a department meeting. To follow up, we have planned a session dedicated to equity work in our department retreat on May 19, 2017. We have invited Veronica Neal (Office of Equity) to introduce the session to help faculty share and exchange classroom practices that address student equity. Course Sequence Completion Rate (defined as "the percentage of student who attempted for the first time a basic-skills

course and successfully completed a college-level ESL course [ESL 5] or a college-level English course [EWRT 1A] within six years"):

Our department's current rate is 46.3%. We are tasked by the College's Educational Master Plan to reach 50% by 2020. The department is asked to submit a plan guided by three questions to the Academic Senate in May: 1) How can we move the number? 2) What ideas and initiatives can we undertake? 3) What support is needed from the College for us to move the numbers?

Our department faculty met on Convocation Day on March 3, 2017 to discuss the task.

For question #1, we need to be informed of who and when students leave or exit our course sequence. According to the data provided by Mallory Newell (Instructional Research & Planning), for all ESL courses in 2015-16, 77.6% of students declared a goal of transfer, 12.3% a goal of degree, and 10% a goal of certificate or basic skills development or job training. Given this data on one year, it seems like most students in our program aim to reach the transfer level. Therefore, the first question we have is to find out when students exit our program and for what reasons. This can be broken down into data regarding 1) what categories of students (local residents versus International students) start to enroll

April 12, 2017

in our low-level classes (ESL 200 or 234) to begin the sequence; and 2) at what points we begin to lose them.

We are hoping that the Student Inquiry Tool will help us get some of the data, but to do that the faculty needs more training in using the tool. Also, we will need to work with Mallory on information that is not readily available even with the use of the Inquiry Tool.

For question #2, the ideas and initiatives that we have considered are as follows:

--Work with the Student Success Center to reinstitute the practice of putting tutors in the classroom to work with students who need extra help to succeed in the course.

--Scale up the existing ESL 251 Speaking/Listening Workshop and ESL 253 Grammar Workshops. These workshops were put in place through Title III funding. Currently, we provide ten workshops in total, but we need additional sections to meet student needs.

--Provide yearly norming/sharing sessions and equity training to promote effective pedagogical and equity classroom practices to address student needs.

For question #3, we need additional funding from the College to make it

April 12, 2017

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			possible for the Student Success Center to put tutors in ESL classrooms, and to increase the sections of existing 251 and 253 workshops. Secondly, we need the College to pay part-time faculty to attend norming and equity training sessions. It is only when we compensate our part-time faculty for their work that we can address curricular and equity gaps that may have contributed to students exiting our sequence at various points. Currently, part-time faculty teaches over 61% of our classes in the department. We need their participation in any of our efforts to raise the course sequence completion rate.

	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled "XXX PLOAC Work" and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	All Program Level Outcomes were assessed at 100% for Cycle 1. Cycle 2: At 50%. We assessed the Reading PLO in Fall 2015. We began the Writing PLO assessment in Winter 17 and will finish it after the department retreat in the spring quarter. The department plans to assess the remaining two program learning outcomes each one yearly over the next two years.
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled "XXX SLOAC work- Active Only" and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	SLOAC: 35/48 (72.9%).

April 12, 2017

	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 give you the information.	As a program, our productivity in the four-year cycle went up by 2.4%. Between 2012-13 and 2013-14, we served an additional 170 students with the same number of sections (252). From 2014-2016, we added six sections (258) per year but served an additional total of about 300 students in each of the two years. On average, we offer 75 sections per regular quarter and have approximately 50-80 total students on the wait lists for several levels of our writing classes. Owing to the College's budget constraints, we are not able to offer enough sections to meet student demands. To add a new section to a class with long wait lists, we have to cancel another section. Our inability to meet student demands is further compounded by our shortage of full-time faculty. We simply do not have enough instructors for the needed sections.
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.15-16.html	The program has had a growth of 4.3 % over the past four years. To be able to serve our students, we will need full- time positions and enough sections to meet demand.
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):	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.	Four FT faculty positions: three replacements and one growth. The ESL Department has had three retirements and two resignations. So far, we have only been given two replacements. Last year, we requested a position but did not get it. The shortage of full-time faculty has constrained the department in important aspects of student success. For the 2012-2013 year, the ESL

| | | | Department's full and part-time faculty load was 35.6% (FT) versus 60% (PT), far below the 75% standard for full-time load in California community colleges. Our full-time to part-time faculty ratio has also taken a downward trend throughout the four-year cycle falling to 30.5% (FT) to 61.6% in 2015-2016.

Because of a faculty shortage, FT faculty members are overburdened with an unreasonable workload, given the fact that the department offers eight levels of classes from basic skills to transfer and a total of 15 different courses. The shortage of faculty to do the needed work threatens our ability to norm courses, address concerns and equity issues from course assessments (SLOAC), and provide mentorship for new part-time faculty, all of which are critical to the quality of instruction and student success.

Our reliance on the part-time teaching force also causes undue stress and delay in scheduling. State laws require that adjunct faculty cannot teach over 60% of a full load. In Spring 16, we had over ten unfilled sections and could only firm the schedule a few days before the spring quarter started. The need to find a large number of qualified part-time instructors in a short time adds stress to the department and affects the quality of instruction as new hires are only given a few days' notice to get their books and syllabi ready. More full-time positions will mitigate the situation.

In response to state initiatives, the department is partnering with local adult schools to forge pathways for immigrant language learners to transition from adult |
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| | | | education to our course offerings in the College. We'll need full-time faculty to participate and lead efforts in articulation, alignment, and curriculum development.

Over the past three years, our enrollment has shown a 4.3 % growth. New faculty positions are urgently needed to meet the growth in both immigrant and international student enrollment. These positions are vital to ensure professional standards, deliver sound pedagogy, and meet the College's ICC (Institutional Core Competencies).

With new full-time hires, the department will have the capacity to (1) work collaboratively with other disciplines; (2) create innovative delivery formats (hybrid and online) for the curriculum; (3) include into our course offerings the College's vision of equity, social justice, and multicultural education; and (4) contribute to the department, the College, and the local communities. |
|---|---|---|---|
| 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. | |
| 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.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested | Over $1,000. |
| V.E.2 | Equipment Title, Description, and 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?
• Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .) | Request all ESL classrooms in L-Quad (L31-36 & 65) and ATC103 to have white boards on all three walls, HDMI connectors for laptops, and high chairs for computer stations.

Request new projectors for L33 and L34. |

			The projector in L33, in particular, needs to be replaced promptly as it affects instruction due to its poor quality of projection.
V.E.3	Equipment Justification	• 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. • 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	The classroom equipment reduces health hazards and allergy problems for both students and instructors. The lack of proper seating support when using the computer could lead to back-pain issues for instructors. Effective projectors in the classroom enhance instruction and facilitate learning.
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.	Request dual light switches all ESL classrooms in L-Quad (L31-36).
V.F.2	Facility Justification	• 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?	Dual light switches will enable students to see both the screen and their books at the same time for effective instruction. Currently, the classrooms become pitch-dark after lights are turned off to show the screen.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	We'll need stipends of $150 for adjunct faculty to fully participate in departmental norming sessions and equity training..
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	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without 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 State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.	Printing for the ESL Department: 20 pages x number of students per class (27) x number of sections (258) x 7 cents (.07) per copy = 20 x 27 x 258 x .07= $9,752.40.

April 12, 2017

		If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".	
V.K..1	Staff Development Needs	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	The department needs stipends for adjunct faculty to assist in curriculum development, attend norming sessions, and participate in equity-plan discussion/implementation. A $150 compensation for adjunct faculty for each of the tasks they do above.
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	In our most recent SLOAC for ESL 262, when asked why some students were not successful in the course, 75% of the participating instructors said that their students lacked critical thinking and analytical skills and 50% replied that their overall language skills were below the 262 level. Another 37.5% reported that the students were not engaged in the reading materials. The data shows that the faculty, both full-time and part-time, needs to get together at regular intervals to work on norming, curriculum development, and articulation between levels to address areas that fall short of our student learning outcomes. Part-time faculty involvement is particularly essential as the department works to formulate and implement an equity plan for the coming year. Adjunct faculty comprises over 61% of the department's teaching workforce. Their participation and involvement is crucial to student success, the quality of our instruction, and growth of the program. Thus, we need to have stipends in place to enable our adjunct faculty to become active participants in all departmental initiatives and undertakings.
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	With the added resources, we can be better prepared to serve our student populations

April 12, 2017

		were the assessments showing the results of receiving the requested resources over the last five years?"	and to promote student success. We will meet the College's requirements to address De Anza's vision of equity, social justice, and multicultural education.
	Submitted by:	APRU writer's name, email address, phone ext.	Clara Lam with input from Marcy Betlach, Pati Carobus, Kathy Flores, Gloria Heistein, Craig Norman, Iva Tracey, Linda Yee, and Letty Wong.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	3/24/2017

April 12, 2017