I. Program Description

A. What is the primary mission of your program? (check all that apply)

X	Basic Skills		Cultural and Personal Enrichment
X	Transfer	X	Academic Support/Learning Resources
	Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

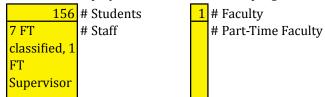*Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm*

CTE programs refer to CTE Program Review Addenda Reports: *www.deanza.edu/gov/IPBT/resources.html*

	# Certificates of Achievement
	# Certificate of Achievement-Advanced
	# AS, AA Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

13482 year	# Students		# Staff
488	# Faculty		

b. Number of employees associated with the program?

156	# Students	1	# Faculty
7 FT classified, 1 FT Supervisor	# Staff		# Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): *www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/De AnzaProgramReviewDiv/htm*

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Note: Attached course data sheets from institutional research may not reflect complete information. Internal grade records for SKILL 08-09 and 09-10 vary from data sheets, and do not reflect post-reorganization (10-11) reality. Due to the SSC reorganization and changes in tracking, courses and programs, most notably the elimination of Readiness co-requisites and ESL electives, exact comparisons of current demographics to those in 2008 are not possible, and enrollment data from 10-11 is not yet available. However, available data on SKIL and LRNA enrollment and preliminary data on students tutored suggests that SSC demographics have not changed greatly overall, but do vary slightly within programs. Enrollment of students from targeted groups declined slightly in both adjunct and self-paced skills between 07-08 and 09-10, suggesting the need for greater outreach to students from these groups. In response, Learning Resource academic advisors have engaged in aggressive SSC outreach in basic skills classes in 10-11, and we expect to see increased enrollment among these students. In Fall 2010, Students identifying themselves as Asian accessed tutoring services at the highest rate (47% of those tutored) followed by Unknown (16% of those tutored), White (12% of those tutored) and Latino (10% of those tutored). African American students make up 4%. (Institutional Research, 3/17/11.) More research is needed to analyze these numbers for students enrolled in specific courses and levels. Specifically, the figure on students identifying themselves as Asian should be further broken down to determine the proportion of those in more at-risk sub-groups within this broad population (see "Diversity Obscured by Stereotypes," IMPACT-AAPI web site.)

2   Trends related to closing the student equity gap relative to the college's stated goals, refer to
   http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16

| Explanation: | Mission: The SSC's mission, "The De Anza Student Success Center supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success," reflects De Anza's focus on diversity, equity and basic skills. Since the reorganization, the SSC has hired and retained staff members who reflect student demographics and care deeply about the success of underrepresented students. SSC prioritizes support for students enrolled in developmental courses; these courses enroll high numbers of students from underrepresented populations.

Tutor Training: Though our tutor recruiting and interview processes we seek to hire tutors from diverse backgrounds who care about and can relate personally to the needs of underrepresented students and those in developmental level courses. Diversity and inclusive tutoring practices are addressed specifically, integrated into every aspect of mandatory tutor training, and reinforced at meetings.

Usage, Success and Retention: While students enrolled in the Adjunct Skills Program (Skills 232) showed a 20% increase in success rates overall, there was an even greater increase for targeted students: over 29% higher retention for minority students and 23% higher for basic skills students. (Office of Institutional Research report, 1/6/10.) 78% of students in Skills 232 (Adjunct) responded that taking the course affected their decision to complete the course. Students who receive tutoring in S43 or ATC have higher success rates (83%) compared to students who do not use tutoring (73%) in the same quarter (Institutional Research, 3/17/11.) Since this includes students who may have signed in only once during the quarter, actual rates for those who attend tutoring regularly may well be higher. In Fall 2010, 70% of students using the Writing and Reading Center were in developmental level courses, reflecting increased outreach efforts by Academic Advisors. This percentage is smaller in the math/science area, largely due to the large demand for tutoring in statistics. |
|---|---|

3   What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: *www.deanza.edu/gov/IPBT/program _review_files.html*, "Program Review Reports, 2009"

| Explanation: | Collaboration and training: Many of the promising practices described in the 2008 program review have continued and been expanded. The SSC regularly collaborates with student and cohort groups such as LEAD!, Puente, FYE, Sankofa, EOPS, OTI and DSS/EDC, MPS and Athletics by providing and/or training tutors, conducting diversity and cross-cultural communication workshops, and customizing tutoring, skills, and workshop support for specific populations.

Developmental Education Projects: The SSC has worked closely with DARE and initiated several grant-funded (Title III) efforts related to student equity. Since participation rates among underrepresented students tends to increase when tutoring is structured into courses, current pilot projects include class-assigned tutoring, workshops for ESL 251 and 253 students, a customized menu of support options required for students in EWRT, LART, and READ 200, collaboration with the MPS program, EnableMath and targeted tutoring for developmental math courses. These pilot efforts show promising results and near-complete pass rates for those who participated in the workshops for LART 200 and ESL 251. Success at the next level also improved for participating students. Demand for all workshops exceeds our ability to staff them, particularly in the Listening and Speaking Center which relies heavily on community volunteers. |
|---|---|

4   Overall enrollment growth or decline of all student populations

Explanation:	(See note in II.A.1) Since 2008, SSC offerings, tracking systems and accounting methods have changed so much that direct comparisons of overall student populations is difficult. With the loss of Readiness co-requisites and ESL electives offered in the Listening Speaking Center, there was marked decrease overall in students served and in WSCH generated by the SSC. Enrollment in LRNA tutor training courses decreased in 09-10 due to lack of funding to pay tutors, but increased in 10-11, though both years are affected by the cancellation of Spring tutor training due to faculty on professional development leave. Enrollment in self-paced Skills classes increased from 653 in 08-09 to 773 in 09-10, while enrollment in Adjunct Skills (232) decreased slightly from 890-812. Faculty and student demand for Adjunct remains high, however, and 10-11 enrollment is strong. Students using tutoring and workshops increased greatly in 10-11. From Fall 2009 to Fall 2010 LSC workshops attendance increased 54%, reflecting the redirection of students from ESL electives as well as overall increased demand and faculty support, while Skills workshop attendance increased 10%, despite reduced staffing, largely due to faculty support and inclusion on green sheets. Quarterly usage of peer tutoring in the Math/Science, Writing and Reading and General Subject appears to have increased as well. In Fall 2010, the SSC provided an average of 1000 hours of tutoring and workshops each week. With likely cuts to basic skills and other course offerings, we expect demand for self-paced skills courses and workshops to increase.

B.   Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	Reorganization

Explanation:	The Student Success Center has undergone major changes since the last Comprehensive Program Review. In 2009-10, the entire SSC engaged in a major reorganization involving changes in structure, staffing, funding, and space. Even before the reorganization, in 2008, SSC programs moved from Language Arts to the Learning Resources division, and in Fall 2009, all English and ESL tutoring was consolidated into one location, the Writing Reading Center (WRC), alleviating a space crisis in L47 and simplifying services to students. The SSC reorganization was the result of dialogue and discussion across several shared-governance groups (IPBT, DARE), guided by analysis of data (BSI self-study, Program Review) as well as grant (Title III), budget and Title 5 compliance considerations. These changes, in the form of a joint proposal from Language Arts, Physical Science, Math and Engineering, and the Student Success Center, submitted to President Murphy and shared governance groups in Winter 2010, sought to provide more integrated, efficient, and sustainable academic support, with adequate space and stable budget. The reorganization and elimination of programs resulted in a reduction in staff and a net Fund 14 reduction of about $500K. 36 part-time, permanent classified Readiness Teaching Assistants (RTAs), who also staffed the Writing and Reading, Listening & Speaking, and Skills centers were laid off, as were the Readiness program administrative assistant, three Readiness classified Instructional Associates, two tutor classified supervisors (Tutorial Center Associate and Instructional Associate.) On the faculty side, the positions of SSC Director (1.0 FTEF) and Writing and Reading Center Directors (.500 FTEF) were eliminated, as were the two part-time Skills instructors. 2.475 FTEF of faculty release time dedicated to Readiness, the Writing and Reading Center, and the Listening and Speaking Center were eliminated. To staff the new SSC, five new Instructional Support Technician positions were created (two for math/science, two for language arts, and one for general subject) in addition to an Instructional Support Coordinator. The former Tutorial/Skills Coordinator assumed the duties of SSC Co-Director focusing on non-math/science areas and became the only remaining faculty position in the SSC. The Readiness Supervisor position, left vacant by December 2010 retirement, was converted to SSC Co-Director position focusing on math and science. Space and funding improved greatly with the SSC reorganization. In response to years of program review requests, in August 2010 General subject tutoring and Skills, relocated from cramped and inadequate space in L47 to the third floor of ATC. All non-math/science SSC programs are now in one area, facilitating the sharing of staff, tutors and resources. Funding for SSC programs improved through a combination of grants and, for the first time in many years, a stable college B-budget. B-budget remains a high priority for SSC, whose operation depends on student employees. The program still relies heavily on unstable one-time moneys, including DASB and Title III. Most of the SSC reorganization, including layoffs, much of the hiring, and physical space has been implemented already, but key elements are still in progress, including the hiring of a Co-Director for the Math/Science area. In addition, it has become clear that more IST support is needed in both S43 and the ATC. This possible future need was addressed in the planning stages of the reorganization to be revisited in 2011-12 if the need was warranted. With long waitlists for our workshops, and programs heavily staffed with volunteers, the need for more IST support is clearly evident. As it is, the shortage in staff becomes painfully obvious when one person is absent and there is no one there to fill the hole.

C. 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.

see: *www.deanza.edu/gov/IPBT/program_review_files.html*, *"Program Review Reports, 2009"*

Explanation:	Assessment, planning, and integration of programs improved greatly since the reorganization. Though each area within the SSC experiences challenges and successes specific to the departments and students it serves, the new SSC has made great progress in staffing, space and budget. While some important elements of the SSC were discontinued, sharing of space, staff, resources and ideas has resulted in more efficient operations. Tutor recruiting and interview processes have improved greatly with more qualified staff in some areas. Our data and assessment process are now more rigorous, with regular reporting and analysis of usage, survey and retention and success data. Plans (as outlined below) include improved tracking, more outreach to target populations, greater integration with classroom instruction, and expansion of popular workshops and online resources. The SSC is more involved in promising cross-campus collaboration with DARE, Assessment, department faculty, Admissions and Records, Counseling, LinC, EOPS, OTI and shared governance groups. Remaining needs include staffing adequate to cover both daytime and evening hours in all locations and deliver the interventions faculty request. Space and furniture are needed to accommodate increased student usage in the math area, and upgrade old furniture and technology and technology in ATC. Though usage tracking has improved with the adoption of SARS to replace STS, SSC needs a more robust scheduling system designed for learning centers.

D. 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.

	No significant changes
Impact:	
Explanation:	

E. *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.

	No significant changes
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: *https://www.deanza.edu/slo*

A.   For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

  1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded		surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA		complete		in progress		to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	x	surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA	0	complete	100	in progress	100	to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

SSC classified staff and faculty have met regularly to refine course and program level outcome statements and develop appropriate assessments. We have developed and revised a student survey, analyzed usage data, and worked with institutional research to analyze success rates. We discuss the assessment instruments, results, and plans for improving our programs in sub-groups and as a whole at our bi-weekly staff meetings.

Student Success Center PLO, "Within the context of each student's individual needs, students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance," aligns closely with all five of the Institutional Core Competencies and with Strategic Initiative B: "Individualized Attention to Students." For the purposes of this APRU, we submitted the PLO-SI matching sheet.

Our five integrated programs address these outcomes each day. Peer tutors make personal connections with students that increase their confidence, motivation, retention and success by promoting effective learning strategies and active engagement with course content and. Academic Skills offers Adjunct Skills courses (Skills 232) that combine small group peer support with study skills for students in specific sections of GE courses such as Economics, Accounting, History, Political Science, and Child Development. Retention rates for minority and basic skills students in Adjunct are 30% higher than for similar students. Self-paced Skills courses serve students who were not able to enroll in basic skills courses, as well as those returning to school or preparing for placement. Skills workshops on topics such as time management, textbook reading, note taking and critical thinking serve all De Anza students and are popular with students and faculty. General Subject Tutoring provides individual, group and drop-in tutoring support for students in Accounting, Economics, Social Science and world languages. Math and Science Tutoring serves both developmental and transfer courses with individual, group and drop-in and in-class tutoring, and supports specific interventions such at Math Performance Success, EnableMath and open labs and provides resources, calculator support, workshops and math awareness activities. Listening and Speaking Center provides ESL and Speech student workshops, tutoring, and practice to develop presentation, vocabulary, listening and pronunciation skills. Writing and Reading Center provides drop-in and weekly and in-class tutoring, workshops and supplemental instruction for students at all levels.

To assess our program level outcomes we distribute surveys to students using tutoring in S43, WRC and General Subjects, using the Listening and Speaking Center, and those enrolled in Skills courses. Specific questions measure student attitudes toward the subject they are working on, use of learning strategies, and perceived academic success. In Fall 2010, 67% of students agreed or strongly agreed that "after working with a tutor my study skills have improved," and a similar percent affirmed that "after working with a tutor I have a better attitude toward the subject." In Winter 2011 an average of 73% agreed or disagreed that their study skills improved after working with a tutor, while an average of 77% agreed or disagreed that their attitude toward the subject had improved. We also use institutional data to analyze success rates among groups of students and compare those who participated in our programs to those who do not, though results of that research are still pending. We intend to fine-tune and expand distribution of PLO assessment surveys to all students who participate in any SSC activity, including those who attend workshops or work as student tutors. We also intend to assess our tutors' understanding and application of effective study strategies, both for their own studies and to help those they tutor. Skills course SLOs fit with the PLO and focus on self-assessment and setting goals; we have used surveys and tabulation of student-produced goal statements to assess these. To assess LRNA tutor training SLOs, which focus on the skills tutors need to affect our PLO, we have used both surveys and videos of tutors' sessions.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	II.A.4.a. Uneven data collection, need for more flexible, accurate and uniform collection and reporting. Need for more robust tutor scheduling and matching software. II.A.4.b Increased demand and positive feedback from students participating in study skills and topical workshops. II.A.4.c Increased drop-in and group tutoring, and new demands on student tutors. Desire to further improve results on study strategies and attitude improvement noted in section III.A.1 above. Results differ by area and possibly by type of tutoring recieved. II.A.4.d DARE Assessment Report shows students need more preparation for placement testing and retesting more focused advising on placement results and support services. II.A.4.e As shown in assessment results from Title III pilot projects, increased usage and success rates when support is linked closely to classroom activities. ESL 251 and LART 200 supplemental instruction interventions show great promise, as do efforts in math.	Plan/Enhancement:	II.A.4.a. Improve tracking system In short-term, refine use of SARS and expand to LSC. When feasible, move to more robust tracking and online scheduling system such as TutorTrac. Work with ETS to create customized ARGOS reports. II.A.4.b Expand and refine workshop and supplemental instructions options Expand workshop offerings, including math-specific study skills, and continue to increase SSC collaboration among programs and with department faculty on workshops in Skills, LSC, WRC, General Subject and Math/Science. Build on existing collaboration with SSH and other divisions to develop series of sessions integrating study skills with content topics. Expand the menu of options developed by Title III faculty that support classroom instruction and tutor training. Use furnishings and/or new space to create more group areas for workshops. II.A.4.c Tutor Training Enhancements Explore new formats for tutor training, especially among math/science and general subject tutors. Expand non-credit workshops and self-paced online resources. Increase training for drop-in and group tutoring

	II.A.4.f Percent of students in targeted courses and underrepresented populations who know about and use SSC support varies. Basic skills students often have limited knowledge of campus and academic planning resources.		formats. Increase involvement of department faculty in tutor training, building on the models developed by Title III teams in math and Language Arts. Obtain College Reading and Learning Association (CRLA) certification for program. II.A.4.d Placement preparation and advising Develop and promote online resources in Skills and S43 to facilitate preparation. Explore alternative sites for testing. Engage Academic Advisors in on-site advising on placement II.A.4.e: Integration of support with classroom instruction With Title III faculty, expand existing pilots in Language Arts, develop improved in-class diagnostics and referral system to SSC support.
			II.A.4.f Outreach Increase targeted outreach efforts using ARGOS reports to generate lists of targeted students; use Academic Advisors to conduct class visits, workshops, individual advising; events, collaboration with cohort programs, improved online website, online promotion and social networking, and printed materials.
summarize results:		Plan/Enhancement:	

Department Summary

IV. **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

See: *www.deanza.edu/gov/IPBT/program_review_files.html,* "Program Review Reports 2008-09"

V. **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three <u>faculty and/or staff requests</u> below in ranked order: (copy this section as needed)

1,2,3	Rank		replacement		X	growth

Position:	1. One additional Instructional Support Technician for math/science 2. One additional Instructional Support Technician for WRC/LSC/Skills 3. Reclassificiation for SSC Secretary due to expanded responsibilities post-reorg		
Department :	Student Success Center	Contact Person, ext.	Diana Alves de Lima x8485

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> 1. Success rate data in developmental level math courses show need for more intensive support. Increased demand for support requires qualified, professional, stable staff to deliver small group instructional support.
>
> 2. Success rate data in developmental level language arts courses show need for more intensive support. Increased demand for support requires qualified, professional, stable staff to deliver small group instructional support.
>
> 3. After re-org, Secretary is only administrative support for SSC. Skills level required to monitor and coordinate budget, payroll, purchasing and other duties have increased, as has volume of work.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

> We will analyze retention and success data and survey results from students supported by these positions.

B. As applicable, list your requests for:

<u>Materials, "B" Budget, facility refresh, Measure C equipment</u> Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

1,2,3	Rank	X	replacement		X	growth
Item Description:		1. Tracking System and touch screen computers (all SSC) 2. Partitions for AT305 & Furntiture for S4; 3. Technology for all areas (see spreadsheet.)				
Cost Estimate :		see spreadsheet		Contact Person, ext.	Diana Alves de Lima x8485	

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

(see spreadsheet)1. Check in and scheduling/matching system to replace SARS; Touchscreens to speed student check-in .
 2. Partitions To provide visual and sound barrier for adjunct and group tutoring and workshops

3. Center does not have enough work areas (tables and seating) to accommodate increased volume of usage. Additional seating will foster a more supportive learning environment and community for students, faculty, tutors, and staff. This should also increase the amount of collaborative group work amongst these groups.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

We will analyze retention and success data and survey results from students supported by these resources.

Dean's Summary

VI.   Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		replacement			growth
Position:						
Department :				Contact Person, ext.		

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address   FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:
   Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

   http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf
   Please submit **materials, "B" Budget, facility refresh, Measure C equipment,** requests below in ranked order: (copy this section as needed)
   List 3 here, keep a prioritized list all items on hand.

	Rank		replacement		growth
Item Description:					
Cost Estimate :				Contact Person, ext.	

   From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1   Additional factors:

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below: