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:	Mandarin Department	
Program Mission Statement:	To offer introductory and intermediate level curriculum in the language and cultures/contributions of Mandarin-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 Mandarin-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	One Certificate of Achievement in Mandarin will be effective in Fall 2012	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:	One Certificate of Achievement-Advanced in Mandarin will be effective in Fall 2012	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 students of African Ancestry who enrolled in the Mandarin program was 1% for three years (2008-2009, 2009-2010, 2010-2011). However, the percentage of the Latino/a students who enrolled in the Mandarin program was 3% (2009-2010) and slightly decreased to 2% (2009-2010, 2010-2011). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% (2008-2009), then dropped to 1% (2009-2010, 2010-2011). The number of Filipino/a students increased from 11 (2009-2010) to 12 (2010-2011). The percentage of enrollment in underrepresented population was quite stable in these three years. There were over 30% of non-Asian students enrolled in the	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

	Mandarin program. The decline appears to coincide with economic factors: students opted to work instead of staying in school.	
Trends in equity gap:	Student success rate for African Ancestry students in Mandarin was 67% (2008-2009), 83% (2009-2010) and 78% (2010-2011). Student success rate for Filipino/a students in Mandarin was 46% (2008-2009), 45% (2009-2010) and 83% (2010-2011). Student success rate for Latino/a students in Mandarin was 54% (2008-2009), 64% (2009-2010) and 60% (2010-2011). The data from the past three years strongly shows that the Mandarin Program made extraordinary progress towards decreasing the student equity gap for the targeted group of Filipino/a students. The equity gap between Filipino students and students in total is 2% which is under 5% (2010-2011). The program also made significant progress towards decreasing the student equity gap for the targeted group of African Ancestry and Latino/a students from 2008-2009 to 2009-2010 and is stable in 2010-2011. The equity gap between Latino/a students and students in total was 21% (2009-2010) and closed up to 15% (2010-2011). The equity gap between African Ancestry students and students in total was 2% (2009-2010) to 7% (2010-11).	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.
Closing the student equity gap:	Mandarin Department has continually worked with local non-profit organizations to host different series of Chinese teacher training workshops for the past four years to provide trainings for cultural competency, update curriculum, instructional methods and assessment tools to better serve students from different cultural and ethnic backgrounds. We also worked with the local non-profit organizations to host karaoke singing competitions for the last two years including this year and a video contest for students who are learning Mandarin at De Anza College. However, we will need a language lab for students to practice more on listening and speaking portions.	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:	In the last three years, the number of students that enrolled in Mandarin courses fluctuated from 1,143 (2008-2009) to 1,203 (2009-2010) and to 1,056 (2010-2011). The number of sections reduced from 71 (2008-2009) to 62 (2009-2010), and then to 50 (2010-2011). The Mandarin Department has responded positively to the institutional goal of increased student success and retention. The retention rate increased from 88% (2008-2009) to 91% (2010-	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.

	2011) and the success rate increased from 82% (2008-2009) to 85% (2010-2011). The decline appears to coincide with economic factors: students opted to work instead of staying in school.	
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 intermediate level classes have been offered online partially to serve more students. Mandarin 5 and Mandarin 6 have been set up as hybrid classes (2009-2010) and have been offered successfully as hybrid (2011-2012) attracting more students to enroll. These courses surely result in higher retention and success rates. Furthermore, the Mandarin Department has proposed the Certificate of Achievement and the Certificate of Achievement-Advanced in Mandarin to the Curriculum Committee and both Certificates will be effective in fall 2012. The goal of these two Certificates is to attract more students to complete all of the courses. On the other hand, we still hope that the opening of the Mediated Learning Center will help us to better serve our students on the listening and speaking portions. We also have benefitted greatly from having smart classrooms, in order to incorporate "live" sources of language/culture on a regular basis. We completed the SLOAC for all the courses that we offered. We will continuously work on the SLOAC and PLOAC.	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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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:	?

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