Note: revisions have been highlighted. 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 center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

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 any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	**Institute of Community and Civic Engagement**	
Program Mission Statement:	The Institute of Community and Civic Engagement works to **empower students to become agents of change** in their communities and beyond; to foster education that meets the needs of the communities we serve; and to help develop pathways to meaningful participation in local, state, and federal government decision making processes.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Improving retention and closing the achievement gap through engaging students' aspirations for their communities.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Developing the citizenship capacity of students.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	None at this time, but we are graduating our first group of 13 students from our certificate of leadership in "Leadership and Social Change." We are in the process of applying for a certificate of achievement, and hope to graduate 30 students from it next year.	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 leave blank if not applicable to your program

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 leave blank if not applicable to your program
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 leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	We serve all 1015 De Anza faculty through our programming, We have 15 faculty actively working with us on service learning. We had 132 faculty and staff attend the Partners in Learning Conference	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	We serve all 24,000 De Anza students through our programming. We had 1,797 students take service learning classes We have 13 students graduating in our first cohort form the certificate program. LEAD has 122 students this year. There are 20 students getting support through the HEFAS program. We are serving free food to 10 students through our Campus Cupboard program.	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served	We serve all 270 classified staff through our programming.	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	2 FTE: We have one faculty director who also teaches 30% and coordinates the Partners in Learning conference We have 1 grant funded community organizer.	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	We have 30 hours a week of student hourly time, divided between 4 students.	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty	0	For ALL programs (Total PTFTEF that has changed this year, if

Employees		the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	We have no classified staff	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	This data is with respect to the segment of the student population we serve that is in S designated service learning classes. 1- For those taking "S" designated classes we had 604 non--targeted students compared with 1,193 Non-targeted. For 9/10 we had T=545, NT= 1,135; 8/9 we had T= 605, NT= 1,437. Our proportion of targeted students has increased slightly. 2- For the classes in our Leadership Certificate program we had 24 targeted and 41 non-targeted 3- For the LEAD program in 2010/11, 30% came from targeted groups.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgram Review/DeAnza_PR_Div_pdf/DeAnzaProgram ReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	We have tracked equity numbers for 3 groups of students: 1- For "S" designated classes: The average success rate for the program is quite high at 92 percent. The achievement gap between targeted and non-targeted students is: 3%. In 9/10 it was 4% and in 8/9 it was 3 % 2- For the certificate program the figure is 6%. The program is just beginning and there are not comparison figures. 3- For the LEAD program e do not have equity trends as LEAD classes are not tracked by institutional research. LEAD classes do have an overall higher than average success rate.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.
Closing the student equity gap:	• We have been engaged with structured conversations with the Director of Equity Social Justice and Multicultural Transformation to understand more deeply what interventions work to close the achievement gap. • We are also working on developing tutoring and mentoring programs, both at De Anza and with high school students.	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? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009

	There is research that shows that these programs are very helpful at closing the achievement gap. • We are writing a grant to begin serious work creating familias across the campus that will hopefully improve equity figures across the campus.	CPRU, then briefly explain now.
Overall growth/decline in # students:	1- The number of students taking "S" designated classes has risen since last year. Our enrollment numbers in service learning classes are as follows: 8/9: 2042; 9/10: 1680; 10/11: 1797. We had a major budget cut two years ago, and decided to scale back on our service learning program. We are very happy to report that we are beginning to get back to 8/9 levels. 2- Our certificate program is graduating its first group of 13 this Spring. We are hoping to have 30 students graduate next year and to grow steadily for the next few years. 3- LEAD.....	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	None	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"	We listed on the last APRU the goal of making progress on closing our achievement gap.	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	We have been working hard at procuring outside funding and have had some successes.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.

	1- We have a $85,000 grant from Community Learning Partners to develop our leadership certificate and to help develop a national curriculum for leadership development. That grant has paid for our community organizer. 2- We have a $92,000 grant from the Santa Clara Registrar of Voters to resister young people, immigrant, and low income people to vote, and to encourage them to vote. 3- We are completing our second year on a $40,000 per year grant from the Rappaport family foundation to fund student leadership. 4- HEFAS received a $9,000 grant to support student success for our students, including undocumented students We are actively working on two major grants and working with the Rappaport family foundation to increase our level of funding.	<mark>If you don't work with Budget, please ask your Division Dean to give you the information.</mark>
Enrollment Trends		Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. <mark>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</mark>
V. A -Faculty Position Needed	GROWTH	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Our program would benefit tremendously from classified support.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed <mark>Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</mark>
Justification for Faculty/Staff Positions:	We would love to have ongoing funding for our community organizer position. That position does most of the work of our office on external relations with community based organizations.	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, <mark>include all</mark> assessment data that supports a need for growth, etc.
Equipment Request	Under 1,000	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. <mark>At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</mark>
Equipment Title and	30 flip cameras for students in our leadership program and those working	Description should identify if the item(s) are new or replacement(s),

Description, Quantity	on the Silicon Valley Documentation project. The Silicon Valley Documentation project is a collaboration with the California History Center. Students gather oral histories and other forms of documentation, develop those materials, and put them on a web site for public sue.	furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? <mark>Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</mark>
Equipment Justification	Students in our Certificate program and students in classes that have a documentation aspect to them.	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		<mark>Name type of facility or infrastructure items needed.</mark> 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
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	How much? $10,000 Who/what could be supported if this additional funding was awarded? We would like funding for our annual Youth Voices United for Change conference, and for the annual Partners in learning Conference. What would the impact be on the program with or without the funds? Without funding we will not be able to continue these programs How does the request promote the college mission or strategic goals? The Youth Voices conference serves as a significant outreach tool, brining in 300 at risk high schools students to the campus each year. IT teaches them leadership and global citizenship skills. The Partners in Learning Conference is one of the most important staff development opportunities on the campus. It helps the faculty and staff learn to support students in ways that promote equity, inclusion and citizenship.	How much? <mark>Who/what could be supported if this additional funding was awarded?</mark> What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? <mark>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</mark>

Staff Development Needs		What assessment led 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 will be doing our first round of SLOAC assessment this spring	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	Every year we do assessments of the two conferences that we are asking funding for. We gather evaluations for m all participants, analyze the evaluations and make adjustments according to what we learn.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Cynthia Kaufman kaufmancynthia@deanza.edu 8739	APRU writer's name, email address, phone ext.