

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:		Intercultural Studies (ICS)
	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	The Intercultural Studies Department offers an interdisciplinary major leading to an A.A. degree or transfer in Intercultural Studies. This major represents the joint commitment of the African American, Asian Pacific American, Chicana/o, Native American and Intercultural Studies programs, and provides a core curriculum whose educational objectives include the following: <ul style="list-style-type: none"> • Develop a methodology emphasizing comparative analyses of the history and contemporary issues and positions of Third World peoples; • Develop research capabilities that will allow students to compile and analyze information from a Third World perspective; • Teach ethnicity theory, race relations theory, feminist theory, cross-cultural communications theory and explore multidimensional issues of racism, institutions and power. The major also examines the need for shared pluralism and provides expertise in areas that will allow students to pursue professional training so that they may provide services to historically marginalized communities of color and effect positive social change.

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	Transfer.
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Personal enrichment and empowerment.
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.	0
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.	0
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	1
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/workforcecd/gcd/ 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	
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	2.9
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	1
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: 37% (2014-2015); 28.4% (2015-2016) Part Time: 50% (2014-2015); 58.8% (2015-2016)
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.	0 (no change: we have one classified professional)
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	From 2012-2013 AY to 2015-2016 AY, we saw a 13.6% decline in enrollments. This decline was less proportionate to the 22.3% decline in sections offered during this time period that corresponded to the 24.4% drop in our FTES. A major factor in the decline in ICS sections, FTEF, and enrollments from 2014-25 to 2015-16 was that in the latter AY, ICS “gave birth” to an independent

			<p>Women's Studies Department that now claims the sections, FTEF, and enrollment that was previously part of the ICS coalition (we are very happy for this growth and independence, even as we remain interdependent in sharing instructors and working closely across areas).</p> <p>Additionally, the enrollment and section decline over this period was also due to two full-time faculty retirements that were not filled and one full-time instructor taking an extended leave during the latter part of this period.</p> <p>Furthermore, one full-time faculty position that was hired in the 2012-2013 AY was in the Tenure process and discouraged from taking overloads during the first two years of this process, while at least one of our retirees regularly accepted the maximum amount of overloads possible.</p>
II.B.1	Overall Success Rate1	What significant changes in student success rates have you seen in the last three years?	The overall Success Rate for ICS is at 75%.
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.	
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.)	
	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)	<p>The following are the enrollment trends for our Targeted Student groups:</p> <p>African ancestry: 417 (2013-14); 368 (2014-15); 235 (2015-16)</p> <p>Latinx: 1,630 (2013-14); 1,545 (2014-15); 1,494 (2015-16)</p> <p>Filipinx: 344 (2013-14); 393 (2014-15); 388 (2015-16)</p> <p>These data indicate a steady decline in our African ancestry students, and while this mirrors this population's decline across the College (from 8,449 to 7,779), African Ancestry students dropped from 8% to</p>

			<p>5% of our total enrollment, while the College’s percentage remains at 4%. Similarly, our Latinx population in ICS declined somewhat in raw numbers, but remain at 32% of our population for 2014-15 to 2015-16, compared to the College at 24% over this period. Our ICS Filipinx population has remained at 8% from 2014-15 to 2015-16, compared to the College at 7% over this period.</p>
<p>III.B</p>	<p>Closing the Student Equity Gap:</p>	<p>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</p>	<p>ICS has made progress in the follows in relation to our 2014-2015 CPR plan to address the equity gap (aka, Equity Plan):</p> <ul style="list-style-type: none"> • <i>Active recruitment and hiring of diverse faculty with the strong academic backgrounds in their respective fields.</i> We were successful in recruiting and hiring what we expect will be a very strong FT instructor in Chicanx/Latinx Studies, who is not only an expert in the content of this field, but also has strong skills and experience scaffolding student reading and writing skills. (This new instructor did not teach during the 2015-16 AY, but we look forward to reporting the steady and significant increases we have seen in this department in his first year of teaching with us!) • New Mentoring Courses: Department faculty, with support of the division dean, developed and had approved through our Campus Curriculum Committee a Mentoring Course series to support the development of student Mentors that appear to be a critical part of the success of some of our campus cohort programs, such as ¡LEAD!. These courses will help expand the number and effectiveness of student Mentor support of our Targeted populations. (Similarly, we look forward to reporting on the results of these course offerings in next year’s APRU) • We were successful in “birthing” an independent Women’s Studies (WMST) department that included two new “Target Group”-specific classes that address issues impacting our African ancestry and Latinx populations – Black Feminism and La Mujer. A new course on Asian American Women’s experience was approved last year and will be offered in the Fall of 2017-18. • The roll-out of selected courses using the structure of the “S”

			<p>designation, Service-Learning option, and the requisite service-learning hours to structurally provide Social/Emotional support groups for students. We anticipate that this support structure will improve both the retention and success of our Targeted populations in particular.</p> <ul style="list-style-type: none"> • Our Division has advocated for more sensitive and timely tools (beyond the Data Sheets) to assess our success, particularly for our Targeted Student populations, that we can use to drive instructional improvements in a formative way. We are gratified and appreciative that beginning in Fall 2016 we will have the Inquiry Tool as institutional support in accessing meaningful information in real time to enable us to be more responsive to student needs. • Nearly all full-time instructors have renovated their respective syllabi to provide students with a more user-friendly formatting and more important, relevant content, including: FHDA email addresses; clear office hours and location; Final Exam dates and times; Student Learning Outcomes; Statements of Inclusion; and on-campus resources. A majority of our part-time instructors have also updated their syllabi as above, with the exception of that most still use the conventional formatting. • We continue to offer workshops and retreats for both faculty and student leaders to learn more about how to close the equity gap among our targeted populations, and how to make our work sustainable, how to create culturally welcoming environments for our students, and how to create more culturally responsive teaching and learning experiences for our online courses.
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	<p>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</p> <p>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.</p>	<p>The Success Rates of all our targeted groups are above the institutional standard:</p> <p>African Ancestry - 65% Latinx - 64% Filipinx - 78%</p>
III.D	Departmental Equity	What progress or achievement has the program made	ICS <i>has</i> made progress in relation to our 2014-2015 Equity Plan:

	<p>Planning and Progress</p>	<p>relative to the plans stated in your departmental 2014-15 Equity Plan?</p>	<p>Please refer to III. B above.</p> <p>Additionally, the following plans are in progress:</p> <ul style="list-style-type: none"> • This year ICS Full-Time Faculty, along with those in INTL and the World Languages, have piloted once-a-quarter, half-day mini-retreats to discuss departmental and division-wide issues in greater depth, and closing the Equity Gap has been a consistent topic of focus. We intend to incorporate data from the Inquiry Tool available in Fall of 2016 to engage in a cycle of inquiry toward Targeted Student success. • We need to replace our retired Native American Studies position into a combined <i>Latin@s and Indigenous People of the Americas</i> Department to reflect the growing convergence of these disciplines in the field. We need a full time faculty position that will address <i>both</i> our growing Latin@ population and also the Indigenous/Native American Studies area, especially given that our Native American student population has been in decline with the virtual and actually loss of our FT Native American Studies instructor. • We will also continue to expand the student-mentor led “Familia” model of small group academic and social support in these classes. • We will continue to monitor the results of using “S” designated courses using the requisite out-of-class service learning hours to that we are structuring to also create social/emotional support groups for students, and will expand this to other course sections where the success data shows these were effective. While we have not yet used the Inquiry Tool to disaggregate and look exclusively at ICS “S” designated courses, we know that the success rates for “S” courses are significantly higher than the College as a whole and of non-“S” designated ICS courses in general. S-designated course Success Rate: African ancestry – 80%; Latinx – 73%; Filipinx – 75% As such, we will continue to expand our “S” designated offerings among ICS courses.
			<p>Our overall ICS Success Rates for the 2014-2015 were 63% for African ancestry students, 67% for our Latin@ students, and 75% for Filipin@ students. So while these rates are above the institutional</p>

			minimum standard overall, we want to continue drilling down on the success rates at the classroom level as the basis for targeting areas for improvement as well as corresponding areas of “best practices” to share among our faculty.
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	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.	0
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.	10%
	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.	Earlier district-wide budget cuts significantly reduced the number of course offerings in ICS. Furthermore, with the decline in State apportionment and the fact that the FHDA district has been “chasing enrollment” has further prioritized those courses with very high enrollment and wait lists in other divisions that house core courses that are absolute requirements for transfer.
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	Budget pressures led to reductions in course sections that necessarily had a detrimental impact on our enrollments. We are hoping that an improved budget climate in the State will allow us to reinstate our 2010 course offering levels wherever enrollment trends warrant this.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Replacement and growth.

<p>V.C.2</p>	<p>Justification for Faculty Position(s):</p>	<p>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.</p>	<p>• Latinx/Native American Studies Instructor. Over the period from 2012-13 to 2015-16, the Chicanax/Latinx Studies enrollment increased 24.4%, while our Native American Studies (NAS) course offerings decreased dramatically with the retirement of our full-timer and a paucity of availability among adjunct instructors to teach NAS. We need to replace our vacancy in Native American Studies in order to reconfigure our Chicanax/Latinx Studies and Native American Studies departments into a comprehensive <i>Latinx Studies and Indigenous Peoples of the Americas</i> department. This critical position will help serve our ever growing Latinx student population, help grow our student enrollment drawing from the regional Native American/Ohlone population, and give us greater capacity to develop departmental offerings that fully align with respective BA programs at SJSU to make our program more attractive to the large number of our students that transfer to SJSU annually.</p> <p>• Asian American/Asian Studies Instructor: There is a strategic need for a full-time position for the Asian & Asian American Studies Department. In 2014, Asian Americans and Pacific Islanders were the largest non-white demographic group in Santa Clara County with 661,224 residents or 35% of the population. At De Anza College, APIs make up by far the largest group of students. In 2015-16, API students (Asian, Filipinx, and Pacific Islander combined) were 51%, Latinx students 24%, white students 18%, and African American students 4%. However, in the IIS Division, classes in the Asian and Asian American Studies Department are taught by <u>only one full-time instructor</u> as part of load and several part-time faculty. A full-time position in Asian American Studies will strategically meet student needs such as:</p> <ul style="list-style-type: none"> ➤ Addressing Equity Goals and Targeted Student Needs: A majority of De Anza’s API students are <u>not</u> from surrounding affluent cities, but from the lower-income communities of east San Jose/east Palo Alto/Milpitas area. For instance, among targeted Filipino American and Pacific Islander students in 2010, those who met UC/CSU requirements upon high school graduation in Santa
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			<p>Clara County were only 35% and 30% respectively. Since the majority of De Anza API students are Southeast Asian and Filipino American, it will be strategic for De Anza College to hire a full-time faculty trained to address the academic needs and challenges of these targeted students.</p> <ul style="list-style-type: none"> ➤ The Development of Asian American Studies Department: The Asian American Studies Department has been increasingly infusing the APALI model into courses to increase student success, engagement, and enrollment. For almost two decades, the Asian Pacific American Leadership Institute’s innovative learning model has been successfully developed in summer Asian American Studies classes with key features such as: student engagement, community experience, peer mentoring/counseling, leadership development, political/public policy awareness, alumni involvement, small group/project-based/online learning, and building a caring community. It will be strategic for De Anza to hire a full-time faculty capable of helping to develop the successful APALI approach in the Asian American Studies Department. ➤ The Development of Asian Studies as part of Asian American Studies Department: With the increasing importance of Asia in the economy of the Silicon Valley/Bay Area region, it will be strategic for De Anza to hire a full-time faculty to teach its History of Asian Civilization series and other Asian Studies courses. This full-time faculty member may be an Asian American Studies specialist who also has background to teach Asian Studies.
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.	See 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	See Dean’s Summary.

		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	<ul style="list-style-type: none"> • 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 . . .) 	<ul style="list-style-type: none"> • Additional “pod” (cubicle) station for dedicated Counselor and MCC Facilities and Web Coordinator. <p>See Dean’s Summary.</p>
V.E.3	Equipment Justification	<ul style="list-style-type: none"> • 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 	See Dean’s Summary.
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.	
V.F.2	Facility Justification	<ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals? 	
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	See Dean's Summary.
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.	See Dean's Summary.
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.	See Dean's Summary.
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. If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".	Yes. See 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)	<ul style="list-style-type: none"> • We need additional opportunities and/or funding for training and practice/implementation time on developing structures and methods for meeting the needs of our most marginalized students.
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	<ul style="list-style-type: none"> • Our Equity Gap is the justification for seeking this staff development.
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving	We will look at overall retention and success rates of those students that were

		each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"	served by the IIS Division-designated Counselor and/or the MCC Facilities/Web Coordinator. We will also develop methods for gathering qualitative data among IIS Division faculty regarding their assessment of support they received by the services provided by the IID Division Coordinator.
	Submitted by:	APRU writer's name, email address, phone ext.	Compiled and submitted by Edmundo Norte, norteedmundo@fhda.edu , ext. 8443, with previous input from Marc Coronado, coronadomarc@fhda.edu , Michael Chang, changmichael@fhda.edu , and Ruben Abrica-Carrasco, abricacarrascoruben@fhda.edu .
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	