Note: 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 CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_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: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

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| **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: | Office of Equity, Social Justice and Multicultural Education |  |
| I.A Program Mission Statement: | The Office of Equity, Social Justice and Multicultural Education **promotes — through programs and services — an academic, cultural and social environment** that provides equity, social justice and academic success for all members of the De Anza College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | **Personal and Institutional Transformation: To promote — through programs and services — an equity conscious, inclusive, culturally and socially rich teaching and learning environment, free of hate and discrimination.** | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Academic Support and Learning Resources: To institutionalize the praxis of cultural humility, anti-racism, and multicultural transformation in an effort to close the achievement and opportunity gap. To build a campus that works for everyone, include our students. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded | N/A | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: | N/A | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: | N/A | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served | X = increased  In the 2012-2013 year we did not report on our faculty support services, although we did conduct a great many workshops, two retreats, and a number of community conversations. This is in addition to Division meet and greets, EAC meeting facilitation, and other special events. These numbers are captured below, in I.B.2a: Students Served.  This year there has been an increased push on developing Equity Core Teams and providing training for faculty around understanding and addressing equity on campus. As a result, the Equity Office will have conducted 13 Division orientation and planning meetings, meeting with over 100 faculty members, managers, and classified professionals. Additionally, I will have facilitated equity sessions/workshops in seven faculty retreats, Academic Senate, Equity Action Council, both convocations, and led an equity discussion at both a Senior Staff and a Deans meeting. I will have conducted five Equity Core Team orientations/prep sessions, which has served 25 additional faculty members. There is also a quarterly EO Level 1 training and 1-on-1 coaching/refresh sessions, which has served 45 faculty members. Faculty regularly participates in co-sponsored equity events and community conversations, which has reached over 50 faculty members. On average, the Equity Office provides 24 hours of 1-on-1 coaching to faculty members per quarter on topics related to conflict transformation, curriculum, equity strategic planning, and social justice self-care.  Additional support to the campus includes co-facilitating the Equity Action Council, assisting with the ICCs and development of convocation, supporting and assisting with the development of the campus-wide climate surveys, and work on the institutional values committee.  Direct Faculty Served: 220  Indirectly: All faculty members are served through the work, programs, and trainings of the Equity Office. | 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 |
| I.B.2a Academic Services and LR: # Student Served | (X) = Decreased services  In 2012-2013 we served all 1000 De Anza faculty through our programming. The Equity Office provided EO Level 1 & 2 trainings, Cultural Humility Trainings, and 1-on-1 consultations. Additionally, we offered a series of students/faculty/staff programs such as the community conversations and issues summits. In addition, the Director taught Peace and Conflict studies, which served 30 students. Overall, we provided 55 different events, workshops, and community programs. We offered four faculty workshops serving a total of 150 participants  Programs included: PIL, EO Level 1 and 2 trainings, Cultural Humility workshops, Opening Day workshop, co-facilitation of Convocation, etc.  Overall, 840 students participated in various trainings, workshops, and community events. Student Programs included monthly community conversations, monthly Third Thursday film festival and dialogue, Heritage Month Events (e.g., Black History Month), Tutoring Center training, etc.  In 2013-2014 academic year, we greatly decreased our programs and services with the shift in institutional culture change. Much of the work conducted in 2013-2014 was geared to developing awareness and engage the campus around issues of equity and social justice. In part, this strategy assisted in introducing the new focus of the equity office, it’s new Director, and our new vision. However, with this change in focus, we needed to begin scaling back heritage month and awareness events and focus more specifically on building capacity for institutional change efforts. To this end, the Director was not asked to teach an instructional course and special events (beyond co-sponsoring) were also eliminated for the year. The equity office has continued to offer a quarterly community conversation, which is estimated to serve 250 students, faculty, and staff. Through our co-sponsored events, such as Third Thurs. Film Festival, Euphrat Events, etc. we have served over 400 students. The Equity Office also has a student volunteer program that has trained over 10 volunteers and has between 1-3 student employees/interns per quarter. We also offered a DASB training on addressing issues of social justice and met twice with ICC for brief presentation’s on the services of the Equity Office. Co-sponsored programs such as the Third Thursday events serves between 350-400 students annually and includes a community conversation/dialogue component.  Per the recommendations of the self-study, the Equity Office has also provided quarterly informational presentations to ICC and has begun social justice leadership training in our DASB. There have been a number of meetings to brainstorm/explore other ways to better support student leadership for equity and social justice as well as how to enhance multicultural education programming through the DASB Diversity and Event Committee.  *It is important to note that since this position is non-instructional and focuses on institutional transformation and culture change, which contributes to closing the achievement gap. It is not directly in the purview of this office to coordinate heritage month events (diversity approach vs. equity approach) or other such related programming for students. However, the office does assist in co-sponsoring and facilitating events that contribute to community building and safe space initiatives.* | 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 |
| I.B.2a Academic Services and LR: # Staff Served | (X) = Decreased services  We served in 2012-2013 all 270 classified staff through our programming and support efforts. Overall, 150 staff participated in training or facilitation services such as Staff Retreat, PIL, Community Conversations, etc.  In 2013-2014, again, we have cut back our focus on events and general programming with our focus on building capacity for institutional change through equity core teams. Thus, with the numbers Division meetings and orientations many classified professionals did attend. There was specific focus in C.S., which included quarterly attendance to discuss issues of equity planning and assistance with establishing an equity subcommittee. In addition, each equity core team is required to include a classified professional. And classified professionals are included in all EO trainings and EAC meetings. Based on our program records we have served directly 100 staff through training, shared governance presentations, and 1-on-1 consultations. Indirectly, our programs and serves aim to support all classified professionals. | 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 |
| II.A.1-Growth and Decline of targeted student populations | (X) = decreased services  In 2012-2013, by focusing attention on HEFAS and African American student programming and services, we increased our numbers by 80%.  Generally, we do not serve student directly, however we provide community-wide programs that aim to create supportive, educational enrichment and empowerment opportunities that will facilitate the creation of an inclusive and culturally responsive teaching and learning environment.  In 2013-2014 academic year our numbers decreased because the Director was not teaching classes and we cut back significantly to our campus-wide student programs and services. However, these programs and services are not intended to close the achievement gap by direct instruction but by creating a welcoming and inclusive culture. Equity work is both interpersonal, informed by inclusive curriculum and responsive curriculum, as well as institutional reflected in policies, procedures, and cultural norms of the institution. The equity office looks at the whole system and ways to address inequity of policies, practices, and cultural norms. Thus, all of the equity work that has been conducted over this past year has directly aimed to meet the needs of our targeted students.  *It is important to note that since this position is non-instructional and focuses on institutional transformation and culture change, which contributes to closing the achievement gap. In other words, we support faculty and staff that work directly with students and address institutional inequity and oppressive practices. It is not directly in the purview of this office to coordinate heritage month events (diversity approach vs. equity approach) or other such related programming for targeted students. Also, this office does not specifically focus on closing the achievement gap through course by course teaching focus.* | 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:  (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html>) |
| II.A.2 Trends in equity gap: | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16 | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16.  Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | As a campus community, we have not made sustainable progress in this area. We will need to continue our equity planning efforts as well as training on specific institutional and pedagogical approaches to addressing the opportunity gap. It is important to note that these trainings and institutional assessment efforts are underway. | 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: <http://deanza.edu/gov/IPBT/program_review_files.html>  If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.Plan if success rate of program is below 60% | N/A | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.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? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | N/A | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | N/A | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | During the academic year of 2012-2013, due to collaborations with classes, offering a class, and developing a student volunteer program, the Equity Office has steadily increased the number of students served. However, in this past academic year the number of students directly served has steadily declined. However, the equity efforts to meet the needs of our targeted students has increased, which will have long-term implications on the racial achievement gap (we hope). It is again important to note that the focus of the Equity Office is macro-level institutional transformation. The Equity Office is looking to change the culture from a diversity and deficit frame to an equity frame (Bensimon, et al. 2005). Thus, the equity office provides training, coaching, strategic planning, and assessment for how best to shift the institutional culture and to align our work values with behavioral outcomes. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations | 2009-2010 Budget Reduction Planning eliminated Administrative Assistant position and a decision was made to reorganize Office of Diversity and Institute of Community and Civic Engagement into 1 office with 1 faculty director. Both programs do not have an annual operating “B” budget. This reorganization negatively impacted the program planning and implementation of both programs: Equal Opportunity training came to a halt, campus-wide student equity plans were forgotten, and civic engagement and service learning activities lessened.  During the 2013-2014 academic year the Equity Office received $10,000 in augmentation funds, which will support a student intern, special trainings, an EAC/Equity retreat (with funding for part-time faculty), professional development, and a faculty coordinator. The office continues to be under-funded and under-staffed, which negatively impacts the overall depth and breadth of our efforts. | 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.) |
| II. C Progress in “Main Areas of Improvement” | Given that the equity office was reconstituted in 2012 and there is very little information from the previous director about some of these “areas of improvement” the current director met with a number of key stakeholders in order to identify critical needs. These needs included: EO training development as well as consistent support and placement; ongoing outreach and faculty support; EAC enhancement; instructional support efforts/ multicultural education; and an annual social justice retreat (Dr. Winters annual retreat approach). Based on this initial feedback we have achieved the following:   * Updated EO trainings and the development of a level 2 training * Regular EO trainings and refresh courses and 1-on-1 trainings as needed * Updated EO processes, enhanced quality management, and support of EO Reps * EAC enhancement and development * Cultural Humility faculty training and support geared toward developing instructional efforts and culturally responsive practices * Working closely with DASB to develop a multicultural events approach that is linked to Multicultural Education * EAC/Equity Office will host its second annual social justice retreat and next year there will be a separate two-day faculty institute on cultural humility and equity pedagogy combined with teaching for social justice. | 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. |
| II. D CTE Programs: Impact of External Trends: | N/A | 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. |
| II. E CTE Programs: Advisory Board Input: | N/A | 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. |
| III.A. 1 PLOAC Summary | Upon further review of the stated AUO, it became clear that these were not appropriate or achievable outcomes for the 2013-2014 academic years. The objective was to engage the full faculty in professional development that would result in the application of, and measurable results around, equity and cultural humility pedagogy as well as students’ felt sense of inclusion. It became clearer mid-year that this objective was not feasible for the following reason:   1. Difficulty in reach and training all faculty, in particular part-time faculty 2. The campus is not developmentally ready for full engagement of equity pedagogy so we needed to return to basic education on the difference between equity and equality 3. The equity office is faced with a great many demands that limited opportunities for intensive faculty training and support around equity practices in the classroom and across the campus.   Thus, the current AUOs needed to be reworked/adjusted to reflect the current state of equity on the campus and the actual capacity of the equity office.  The equity office did conduct a satisfaction survey of its programs, trainings, the identified AUOs, and EAC. These results are summarized here: <https://docs.google.com/spreadsheet/ccc?key=0AsSk--qYFUOMdG5EREhjVFl5TGVGMHk1VGRsZ2RycXc&usp=drive_web#gid=0>  Generally, those surveyed were active participants in the EAC and rated the work of the equity office and the EAC above average (8) and felt that they were somewhat competent on the current AUO foci (7). It is important to note that this was a very small n (12) and although somewhat representative of the EAC members (average attendance 15-20), it is not reflective of the campus as a whole. | Give the percentage of Program Level Outcome statements assessed to date. Run 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 courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | The current AUOs will need to be reworked/adjusted to reflect the current state of equity on the campus and the actual capacity of the Equity Office. Based on the informal climate sensing of the equity office a training program gave way to the equity core teams approach that will receive more intensive training alongside a community of practice aimed at equity minded faculty, in an effort to create critical-mass and divisional support equity mentors and curriculum specialist. This new approach will be reflected in the revised AUOs, moving forward.  Based on the previous years’ findings, and upon further narrative analysis, it was agreed that the breadth and depth of the approach was so great that measurable impact would be hard to assess without further separating out these variables and conducting some additional individual analysis. The new approach consisted of divisional focused training and equity core teams. Orientations and introductory trainings reached approximately 75% of full-time faculty, which will be followed by additional trainings and coaching support in-services. Of those faculty and classified professionals engaged in the equity core team process 80% felt very supported and clear on the philosophy, although only 55% felt clear on the skills required for further community engagement. Thus, additional skills development and training support is being developed for delivery in the Fall of 2014.  The current AUOS with revisions are as follows:  AUO\_ 1: Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  Revised AUO 1: Equity Core Teams and select faculty will receive intensive training on equity pedagogy and culturally humble practice. This group of practitioners will complete a training of trainers program and serve as support staff to select divisions. Active  Equity\_AUO\_2Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. Active; Extended Date of Assessment  Equity\_AUO\_3: Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the worlds people. – Discontinued; more appropriate for campus ICC work | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | We are not doing SLOs as we do not own curriculum | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | N/A | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | During the 2013-2014 academic year the Equity Office received $10,000 in augmentation funds, which will support a student intern, special trainings, an EAC/Equity retreat (with funding for part-time faculty), professional development, and a faculty coordinator. The office continues to be under-funded and under-staffed, which negatively impacts the overall depth and breadth of our efforts.  Current budget breakdown is provided in documents. | Assess the impact 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. |
| IV.B Enrollment Trends | N/A | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | Multicultural Education Specialist/Curriculum Coordinator (0.5 faculty – *vacant*) | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | Administrative Assistant (1.0 FTE classified– *vacant)* | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed | This office has been reorganized and reconstituted as of February 1, 2012 and now encompasses all EO operations, equity, multicultural education, and social justice work for the campus. In the past, the institution has had two part-time faculty multicultural education specialists. This is critical to ensure that appropriate training and curriculum integration occurs, further supporting our efforts for addressing and closing the achievement gap. This work is required, and has been identified by scholars as an essential step in culturally responsive teaching and learning (Darling-Hammond, 1997, Delpit, 1995). In addition, with this exciting office transformation, there is an increase workload in terms of campus-wide oversight of efforts and transformational facilitation. Thus, adding an administrative coordinator to assist with meeting the needs of our constituents (students, faculty, and staff) will assist with management of time, attention, and coordinate planning.  Currently, the Director spends 55-65% time focusing on administrative tasks, which take away from the critical work of program planning, development, support services, and implementation. Thus, it is necessary to hire classified professional to provide the coordination support necessary for a fully functional and multifaceted office to have meaningful success and sustainability. | 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 request should be in the Dean’s summary. |
| V. A.4 Equipment Request | Over $1000 | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity | Appropriate file cabinets (replacement) | 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 (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | It is critical to the security of select EO documents and confidential consultations that the Equity Office obtain file cabinets that lock. | 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. |
| V. A.7 Facility Request | Full community, training and resource room; Request for conference room, admin 106  \*No additional structures requested | 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. A.8 Facility Justification | The Office of Equity is currently housed in the administration building, room 105. It is our hope that with the completion of construction in 2015, we can expand into conference room 106. With this additional space, we will have direct access to the administration building, which will communicate a powerful visual message that our programs and services are integral to the core workings of the leadership vision. What’s more, we will have space to provide a larger resource and community area for faculty, staff, and students to find each other and connect around important topics of equity, social justice and multicultural education. This space will also provide room for trainings, our growing office staff and provide a resources area. This space, and the programs and services offered herein, will help the college meet the core competencies of communication and expression, information literacy, physical/mental wellness and personal responsibility, Global, cultural, social and environmental awareness, as well as critical thinking. | 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. |
| V.B.1 Budget Augmentation | $10,000 of annual “B” operating budget. Currently there is no operating budget for the office and this limits program implementation and staff capacity. | 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?  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | There is a critical need to stay current in the fields of equity, social justice, and multicultural education in order to fully meet the demands of the office and college community. The following conferences have been identified as sources of staff development: NAME, NCORE, Community at Work, Social Justice Training Institute, and the Intercultural Training Institute.  Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis. The identified trainings focus on developing expertise and evidence-based practices in the focus areas outlined by the college core competencies. Current Budget attached, which includes professional development and conference presentations: $2000 (additional $1000 provided by faculty travel funds).  Proposed Training for 2014-2015:  National Women’s Studies Association (fall)  Social Justice Training Institute (winter)  Student Equity Planning Institute (spring) | 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? |
| V.B.3 Future plans | Resources from each of the conferences will be documented and prepared for distribution through the resources library. Developed presentations from each of the conferences -given across the campus- will be evaluated by faculty, students and staff. This evaluation of relevance, resources, and general impact will determine outcome success. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Veronica Neal, Ed.D.  [nealveronica@deanza.edu](mailto:nealveronica@deanza.edu); 408-864-5338  Director of the Office of Equity, Social Justice, and Multicultural Education | APRU writer’s name, email address, phone ext. |
| Last Updated: |  | Give date of latest update (Set next box to YES when done and ready for Dean review). |