

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)
IA Department Name:	Geology	
Program Mission Statement:	<p>The mission of the De Anza College Geology department is to give students an opportunity to successfully complete science coursework for transfer, Associate degree, or lifelong learning, with transfer being the primary goal of most Geology students.</p> <p>As further noted in the 2008-09 Comprehensive Program Review, the Geology department seeks to foster an awareness, understanding, and appreciation of the complexity of the planet that the students, faculty, staff, and all of humanity live on. Some of this drive stems from the desire to enable the students to be better-informed citizens of our increasingly crowded world, while some of it comes from the faculty's desire to draw the students into the sheer fascination of the Earth's dynamism and complexity.</p> <p>In terms of concrete educational goals, the department expects to provide students with an opportunity to earn transferable general education credits. This outcome applies to the majority of the Geology 10 students, with smaller fractions of them taking the class for the A.A. Degree, personal interest, or lifelong learning.</p>	You may create a new one or copy from your 2008-09 comprehensive program review.
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.	Personal enrichment	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement 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.htm 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.htm 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.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		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		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		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	0	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 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	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 Employees	0	For ALL programs (Total PTFTEF that has changed this year, if 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. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	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	<p>Along with the overall enrollment growth in student numbers from 08-09 through 10-11 (see below), the number of students from the targeted populations has increased. Specifically, the number of students from targeted populations has gone from 74 (08-09) to 117 (09-10) to 154 (10-11).</p> <p>Success rates among students from the targeted populations increased from 08-09 to 10-11, going from 62% to 66%, with a high of 68% in 09-10.</p>	<p>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 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p>
Trends in equity gap:	<p>The equity gap has become smaller in the Geology department during the three years from 08-09 through 10-11. Although it remains higher than the College average, its trend is toward a smaller equity gap (16% to 15% to 13%), while that of the college has been increasing (6% to 8% to 10%). The equity gap in the Geology program is now within 3% of that for the College as a whole.</p> <p>Reasons for changes in the equity gap are probably manifold and complex. Some of the convergence may be due to the lack of College-wide resources for student support and for services like tutoring and academic counseling, due to the ever-tightening budgetary picture during the last few years.</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>

Closing the student equity gap:	In the Comprehensive Program Review for 2008-2009, the Geology department pointed out that student tutoring has the potential to aid in closing the student equity gap. However, as pointed out in that Program Review document, the primary tutorial service for Geology has historically been when individual students volunteer to lead Adjunct Study Skills sections. The department is unable to control the availability and volunteering of qualified Student Instructors for these classes, and we have not had volunteers in the last few years.	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 CPRU, then briefly explain now.
Overall growth/decline in # students:	Overall student numbers have increased significantly during the three years from 08-09 through 10-11. Specifically, overall enrollment has increased from 365 (08-09) to 573 (09-10) to 642 (10-11). Student success percentages are high and have remained so, from 75% in 08-09 to 76% in 10-11, with a high of 80% in 09-10.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	The Geology department is poised to help the College meet its goal of increasing the number of Transfer AA degrees. After being contacted by representatives of the Academic Senate about Transfer Model Curricula, the Geology department has a simple plan for putting a Geology Transfer AA degree in place. This will be easy to do; it involves creating one required course (Geology 11, Historical Geology). A Transfer Model Curriculum for community college geology programs has already been created at the state level. Budget cuts have meant that the Geology department can no longer hire buses for the required Geology 10 field trip. Students are now required to drive themselves on the field trip that is required for articulation.	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 main item cited in the 08-09 'Main Areas for Improvement' was the modernization of the Geology laboratory facilities. Portions of this plan have been completed, but a major part of this plan awaits Measure C funding. Laptop computers were purchased for the Geology laboratory, and are regularly used by students to access and evaluate Earth-science data in the Geology courses. Additional teaching materials an equipment have been requested through the Measure C request process.	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	<p>College-wide budget reductions have forced a change in the field trips required for articulation. Whereas the Geology department was formerly able to hire buses for the field trips, the students are now forced to drive their own vehicles.</p> <p>To a first approximation, B budget has been eliminated, and in addition to the loss of the buses, it has prevented the Geology department from replacing and upgrading materials that students use in the classroom, such as rock and mineral samples, maps, and hand lenses. These supplies wear out through use, and the department has had few opportunities to purchase replacement supplies and materials for several years.</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.</p> <p>If you don't work with Budget, please ask your Division Dean to give you the information.</p>
Enrollment Trends	<p>Enrollment numbers have increased, as noted above in 'Overall growth/decline in number of students'. Two changes in the department have had a role in the increase in enrollment: 1) Consolidation with the Foothill College Geology program, which began in the 09-10 school year, and the return of one of the Geology faculty members from PDL at the beginning of the 10-11 school year.</p>	<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.</p> <p>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
V. A -Faculty Position Needed	No Faculty Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	No Staff Needed	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p> <p>Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
Justification for Faculty/Staff Positions:		<p>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, include all assessment data that supports a need for growth, etc.</p>
Equipment Request	Equipment requests have been made through Measure C.	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. 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.
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 warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .)
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	<p>Renovation of Geology lab room (S-15) to `smart classroom' technology standard.</p> <p>The Geology lab facility remains a 1960s-style classroom, with no installed projector or instructor's computer station. This teaching lab facility needs to have the same type of smart-classroom equipment as already exists in classrooms such as S-16. This will include a ceiling-mounted, high-resolution digital projector, which will be connected to an instructor's computer station at the front of the classroom. This station will, at a minimum, have cabling that can be connected to an instructor's laptop computer. Such cabling will include: a) Power, b) Ethernet, and c) Connection to the digital projector.</p>	<p>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</p>
Facility Justification	<p>All classes in S-15 will use this facility.</p> <p>The current facility is a portable projector cart, with a projector that is displaying warning lamps for `bulb temperature' and `bulb life'.</p> <p>Images are a critical part of science education, and all Geology classes involve the extensive use and display of imagery. Without projection equipment, it is not possible to teach science classes in this dedicated science facility.</p> <p>In addition to instructors displaying imagery, videos, and text via the</p>	<p>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.</p>

	digital projection system, proper computer networking would allow an instructor to select a student's work (from the student's laptop), and display it on the projector so as to facilitate collaborative learning.	
B Budget Augmentation	<p>Restoration of B budget for Field Trip Buses:</p> <p>Geology classes have field trips that are required for articulation. If the B budget were ever restored to a level that allowed us to once again hire buses for the field trips, then students would not have to drive their own vehicles. This would be particularly helpful in the quest to serve traditionally underrepresented students, who may not have as much access to private vehicles, and who may not have the same level of access to rides from other students as their classmates.</p> <p>Restoration of yearly B budget money would allow the department to replace samples and equipment that get worn out from frequent use by large numbers of students who are taking lab courses in order to meet CSUGE and IGETC transfer GE requirements.</p>	<p>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?</p> <p>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</p>
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	The process of SLO assessment has begun, and baseline data on student success in learning outcomes has been collected and entered in TracDat. Variability in successful SLO skill-building has been observed from assessment item to assessment item within a given course. This has led to reflection on how best to design embedded assessment questions, and how (and whether) to 'teach to the SLOs'.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans		How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Marek Cichanski, cichanskimarek@deanza.edu , x8664	APRU writer's name, email address, phone ext.