

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:	Biology	
Program Mission Statement:	To transfer students majoring in Biology to a 4 year college to complete their 4 year degree in Biology	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.	N/A	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
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://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
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://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	18	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	N/A	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

<p>Academic Services and LR: # Student Served</p>	<p>N/A</p>	<p>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</p>
<p>Academic Services and LR: # Staff Served</p>	<p>N/A</p>	<p>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</p>
<p># Faculty Employees</p>	<p>24</p>	<p>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</p>
<p># Student Employees</p>		<p>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</p>
<p># Part-time Faculty Employees</p>	<p>15</p>	<p>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. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Staff Employees</p>	<p>2</p>	<p>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</p>
<p>II.A-Growth and Decline of targeted student populations</p>	<p>Targeted student population in the department have for the most part continued to increase -Black students have increased to 181 from 155 the previous year, Filipino students have increased to 503 from 442 the previous year, Latino students have increased to 670 from 591 the previous year. Unfortunately, the Pacific Islander student population has seen a</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: www.research.fhda.edu/programreview/DAPProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets)</p>

	decrease. We will continue to address this situation.	and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	Biology Department has increased its retention rates for Pacific Islanders to 90% from 69%; Latino Students from 85% to 87% and Filipinos Students from 85% to 90%. Unfortunately we have seen a slight decrease in Black Student retention from 85% to 82%	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	The Biology Department has continued to work to provide students with tutors inside and outside the class, utilize technology in our classrooms, web site locations for course information, e-mail access and office hour availabilities for students to interact and ask questions as needed.	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:	The number of students continue to increase in all targeted areas as well the overall student population.	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 at this time	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"	Unfortunately, despite our continued growth and success in addressing the equity gap we have been unsuccessful in our main areas of improvement which included growth in full time faculty, increased technical support in our labs, and increased staff support in the Science Center Learning Center for student access and success.	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:	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.
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.
IV. A Budget Trends	The Biology Budget has seen a successive decrease in funding!! The budget has decreased from \$64,082.00 in 2008 - 09 to \$38,000.00 in 2011-12.	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.
Enrollment Trends	The number of students enrolling in Biology courses continues to increase. The Department enrollment has increased from 5,448 in 2008-09 to 5,870 in 2010-11.	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 -Faculty Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	Full time faculty are needed to continue to work on SLO, PLO progress and to work on addressing the equity gap and student retention, especially for our targeted populations. Staff support is needed to increase student access to Biology classes and to keep the Science Center Learning Center open evenings and weekends for greater student access.	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.
Equipment Request	Over \$1000.00	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	3 electrophoresis power supplies and gel boxes, models for Anatomy and Physiology, ECG machine, Lab room wall clock, chair glides for lab chairs.	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,

		hardwire access, electric, water or heat sources . . .)
Equipment Justification	This equipment will be used by Biology faculty and students. The equipment will enable students to have a hands on experience leading to greater student success and retention. This equipment will last for more than 10 years and will help us attain the goal of decreasing the equity gap and increasing student success.	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	- increased access to lecture halls that will accommodate our large science lecture classes. - a second bio-hazard laboratory with new furniture and lighting.	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
Facility Justification	-We have consistent increased student demand for all Biology and Nutrition courses. -We have continued increased student demand for Biology majors courses as well as Microbiology sections	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	\$40,000.00. Students and faculty will be supported by the budget. Without the funds, student access to Biology classes would be seriously impacted. The increase in budget will help us attain the goal of decreasing the equity gap and increasing student success.	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".
Staff Development Needs	None at this time	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 SLOAC and PLOAC have increased consistency amongst instructors in our courses and programs. It has given a clear and concise understanding of what students will learn and how they can be successful in our classes.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	We will continue to aggressively pursue our goal to decrease the equity gap and increase student success as indicated in the College Mission Statement.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Doris Spangord	APRU writer's name, email address, phone ext.

	Biology Department Chair spangorddoris@fhda.edu 8341	
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