

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:	Philosophy	
Program Mission Statement:	The philosophy department provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character, and abilities; to realize their goals; and to be socially responsible citizens who think critically about, and seek knowledge and wisdom concerning, the most fundamental aspects of the world and human life—namely, knowledge, reality, and ethics.	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.	Basic Skills	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	11	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		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	9	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		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>applicable to your program</p>
<p>II.A-Growth and Decline of targeted student populations</p>	<p>In the 2010-11 fiscal years, our department had a 67% success rate among targeted groups. This was a slight decline from 2009-10 in which we had a 70% success rate among targeted groups. To our dismay, the statistics show that our department has a slight decline in success by targeted groups. This may be attributed to the poor economic climate in which lower income groups are forced to quit school in order to work. It is also the case that lower income residents are moving away from the high prices of the bay area, thus forcing students away from school and work. In terms of specific targeted populations, our biggest decline concerns students of African Ancestry. In 2010-11 only 64% of students of African Ancestry were successful. In 2009-10, 72% of students of African Ancestry were successful. Thus, our department dropped 8% in one year for students of African Ancestry. Any drop is undesirable. But a drop of 8% is extremely unacceptable. This portion of data will be investigated, explored, and addressed with grave seriousness. Students of Filipino decent rose from 69% in 2009-10 to 71% in 2010-11. In looking over the statistics, students of Hispanic decent declined in 2010-11 by 4% (–Students of Hispanic decent were at 67% in 2008-09, 70% in 2009-10, and 66% in 2010-11.) This too is unacceptable and will be investigated.</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>
<p>Trends in equity gap:</p>	<p>The statistics show that student success for white students has remained steady at 74% over a three year period. However, the statistics reveal a disturbing decline for students of African Ancestry (8% decline) and for students of Hispanic descent (4% decline).</p> <p>It is believed that this is due to general economic stagnation and decline for the least well off members of the community. While the economic downfall has affected the middle classes, the lower middle and least economically well off members of society have been hit extremely hard. Another possibility might involve a slight change in faculty over the last year. One full-time professor retired and another became the director of a broader position within the campus community. Part-time faculty was hired to fill these slots. Such shifts could also affect equity. Lastly, I would like to suggest that De Anza’s scheduling might not be propitious and opportune to students that work each day. If a student attends classes M,T,W,TH—that is difficult to maintain while working. A TH, MW type of block schedule might work better for lower income students that need to work fulltime jobs and attend school. This is my personal opinion, as I</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>

	know one Hispanic female student who dropped my course for this reason. Attending a 50 min block every day is not reasonable while working.	
Closing the student equity gap:	While our department has made a slight decline, thus widening the equity gap, it is the intention of this department to strive vigorously towards closing the equity gap!! Our mission is that of the 2008-2009 Program Review. We see our current decline as a bump in the road. As a concrete plan of action, I will contact the institutional researcher to help assess my hypotheses about our equity gap.	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:	Over the course of three years the philosophy department has grown. In 2010-11 we had 3,562 students, which was an increase in 60 students. Since 2008-09, we have grown by 347 students. Over-all we have maintained an 89% success rate. We are stable, but our equity needs improvement.	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"	In 2008 the philosophy department stated that a main area of improvement was closing the equity gap. While we started to close the gap initially, we have recently slipped. This means that more thought and creativity needs to be incorporated into our methodologies and strategies.	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	"please refer to the Dean's summary"	Assess the impact of external or internal funding trends upon the

Budget Trends		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	"please refer to the Dean's summary"	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	No Faculty Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	No Faculty Needed	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:	N/A	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	N/A	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	N/A	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	N/A	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	N/A	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	N/A	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	“please refer to the Dean’s summary”	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	No funds are need for our staff development.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	We are still in the process of completing our SLOAC and PLOAC assessments. We will have a full set of data by next year. Thus, I will wait until that time to comment further.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	No resources were requested.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Dr. Nicholas Baiamonte, nickbaiam@yahoo.com , X 5328	APRU writer’s name, email address, phone ext.