

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:	Astronomy	
Program Mission Statement:		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.	Cultural and 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

<p>Academic Services and LR: # Student Served</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>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>0.89</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 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</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>0.45</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. (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</p>
<p># Staff Employees</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>The percentage of targeted-population students taking Astronomy courses has remained essentially flat, as has the college's population of</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African</p>

	targeted students. There is not much we as a department can or should do to influence that, since all of our sections fill during pre-registration, over which we have no control.	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)
Trends in equity gap:	The equity gap in student success remains flat at about 10%, but the percentage of our total students who are of targeted populations is small (only about 20%), so we may be dealing with small-number statistics here.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	Our situation remains as stated in 2009: we are “maxed out”, so meaningful change may not be possible given the current high demand/restricted number of sections situation. From the 2009 review, and still applicable: “With regard to the institutional goal of increased access, growth and retention of specifically identified target populations, since we are serving the maximum number of students we can at present, it is not surprising that the percentage of our students who are of the targeted populations has remained essentially constant for the past three years at around 20%. Changing the number of students in our classes from any group would require changing access issues over which we have no control. However, we are encouraged that the percentage of the students of targeted groups who withdraw from our courses has plummeted in the last three years from one in five to one in ten.” (The withdrawal rate continues to be one in ten.)	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:	Astronomy classes almost without exception fill before they begin and have significant waiting lists. This has been the case for several years. Also, because of our shared-use agreement with Community Education concerning the Planetarium, we also have provided the maximum number of sections that we can for several years. Thus our enrollments remain steady at very high values, and our productivity is among the highest - if not the highest - in the District.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
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.)
Progress in “Main Areas of Improvement”	We continue to strive to improve in a number of ways: increased use of captioning wherever possible to facilitate in-class materials’ comprehensibility to students for whom English is not a first language,	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

	increased use of the classes' websites to provide alternate modes of content delivery to facilitate different learning styles, continuing to learn how to use the Planetarium's wide and unique capabilities for more effective teaching and learning.	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		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	Since we teach the maximum number of sections that we can under our shared-use agreement with Community Education for the Planetarium facility (in which all of our courses are taught), and since all of our sections fill, our enrollments and productivity continue to be maxed out. There has been no significant change.	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		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position 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:		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		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		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		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		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?

<p>SLOAC and PLOAC summary</p>	<p>SLOAC and PLOAC activities continue to be pursued by all faculty members in the department, at this point exclusively through embedded exam questions relating to SLOs. What we have learned, frankly, is a matter of some contention and skepticism. Student success rates on embedded questions in random spot-checks remains between 60 and 80 percent, but what that means is unclear. We have not yet reached any consensus on questions like whether or not “teaching to the SLOs” is appropriate, whether or not to exclude “outliers” who score very high or low on entire exams, what the relationship between concentration on SLOs as opposed to curriculum goals should be, and even what the relevance of in-class SLO assessment is (as opposed to surveys of former students several years removed from our classes.)</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
<p>Future plans</p>	<p>Department faculty member Dr. Marek Cichanski has completed the curriculum for what promises to be a very high-quality laboratory course, and we should be ready to offer it in the 2012-13 academic year providing that such a small-productivity course can be afforded in the current economic situation. The provision of a very nearly entirely hands-on learning environment should benefit students of all backgrounds, including those of targeted groups, significantly.</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
<p>Submitted by:</p>	<p>Sherwood Harrington, harringtonsherwood@deanza.edu, x8725</p>	<p>APRU writer’s name, email address, phone ext.</p>