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:	Chemistry	
Program Mission Statement:	• To broaden students' knowledge of science in general and of chemistry specifically; • To demonstrate the importance of chemistry in the global community and to the environment; • To prepare university transfer students for a future careers in science; • To help allied health students obtain technical degrees; and, • To prepare medical students for entry into professional school.	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.	Career/Technical	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.html 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.html 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.html 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	1.91	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
# 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	2.34	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
# 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	As is illustrated in the Program Review Data sheet, the percentage of successful students in the targeted groups during the last three academic years has been relatively stable. The department notes a moderate increase in overall success rates in both targeted and non-targeted populations from the 2009 – 2010 to 2010 – 2011 academic years, as well as a noticeable increase in the success rate of Latino/a students specifically; however, the department also unfortunately notes that there was a decrease in the success of students of African ancestry from the 2009 – 2010 to 2010 – 2011 academic years.	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/DAProgram Review/DeAnza_PR_Div_pdf/DeAnzaProgram ReviewDiv/htm (prior to 2010 PR sheets) <mark>and www.deanza.edu/ir</mark> (2010-11 PR sheets here)
Trends in equity gap:	As discussed below, the department is working towards its goals of implementing strategies for addressing the equity gap. However, as the department has not been able to fully implement its strategies due to budgetary and staffing constraints, we are unable to provide any specific explanation for the overall increase in success rate of both targeted and non-targeted populations, especially given the disruption caused by the loss of two faculty members. We would be curious to discover if there any revealing trends observed by Student Success Center in its assessment cycle, as quite a number of our former and current students have become tutors with the Center and may be having a material impact on the success of their classmates.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. <mark>Briefly address why this has occurred.</mark>
Closing the student equity gap:	During our previous comprehensive program review, we had proposed three activities aimed at increasing both the enrollment and success of targeted students: 1) a tutoring program; 2) formation of a Chemistry club; and 3) outreach activities. We continue to recruit tutors and provide recommendations to the tutorial center for group tutoring as well as individual tutoring. Since our previous APRU, a local student chapter of the American Chemical Society (ACS) has been formed, which has generated a moderate amount of interest amongst students; unfortunately, there are some concerns for the viability of the club as the current leaders graduate and transfer. Unfortunately, although individual instructors have participated in outreach activities, the department as a whole has not been able to engage in the outreach activities, due to several challenges the department has faced this year, including: 1) disruption due to the loss of a full-time instructor due to early retirement; 2) the loss of a part-time instructor due to death; 3) the loss of close family members of other faculty in the department; and 4) numerous unexpected situations that have required the immediate attention of the department.	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? <mark>See IPBT website for past program review documentation.</mark> If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.

Overall growth/decline in # students:	The department has experienced growth in enrollment each of the last three academic years. However, our ability to grow and maintain the program has reached a limit due to the large number of laboratory classes the department offers relative to the single full-time support staff (see our staff request below), perennial underfunding of the department's B budget, and the loss several years ago of our nighttime program during the Summer quarter. In terms of enrollment of targeted populations specifically, the department must point out that many of our class sections are filled or nearly filled each quarter before general registration begins, due to the large number of science students that qualify for some form of early registration. Since a large proportion of students who receive early registration are international students who, as a group, do not necessarily reflect the ethnic composition of the campus as a whole, the ethnic composition of our class sections is therefore somewhat skewed and, since the department has no control over registration policies, unalterable.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	Although the department is continuing its efforts to assess its effectiveness through our SLOAC process, no changes have occurred at the District or State level that have materially impacted the department, with one major exception: Four of our courses – Chem 10, Chem 30A, Chem 30B, and Chem 50, were identified as requiring positive attendance during the summer session. We were directed to alter these courses in order to avoid having to take positive attendance; however, such a redesign of our courses would have a serious impact on curriculum, lab safety, and student success, as the lab program could not be effectively executed under the altered class structure as currently designed. At this time, we are still awaiting guidance from administration on this matter.	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 two main areas of improvement identified in the department's most recent comprehensive review are: 1) increasing the availability of course offerings to students; 2) a comprehensive review of our curriculum. In regards to the first goal, although the number of sections that we offer has increased and our enrollment has seen a concomitant increase as well, we are at the very edge of our capacity and are unable to expand the program further without augmentation to our budget and staff (see our budgetary summary and staff requests below). In regards to a comprehensive review of our curriculum, we have been updating our curriculum according to the five-year review cycle. However, although we have been working on a comprehensive reevaluation of our Chem 1A/B/C curriculum, we have not been able to complete a comprehensive review of all of our courses	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.

	due to the continual disruption to normal department activities mentioned previously.	
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		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:	Our ability to grow and maintain the program has reached a limit due to the large number of laboratory classes the department offers relative to the single full-time support staff. Our current stockroom assistant not only prepares equipment and chemical samples for use in the laboratories, but she is also responsible for managing records related to and preparing the laboratory areas for safety inspection; she is integral to the maintenance of a safe and compliant laboratory environment; she actively participates in	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.

	all departmental activities, including the development of curriculum and the development of our laboratory program; and she is responsible for ordering supplies and assisting with the maintenance of laboratory equipment. Additionally, the ACS (American Chemical Society) guidelines for community colleges states that each chemistry department should operate with one full-time laboratory technician for every four FTEF; we have one full-time laboratory technician for the 13.92 FTEF, or over triple the recommended capacity. As a result we emphasize that any further increases in course offerings that are not balanced with additional full-time laboratory support would be unsustainable without compromising the integrity and safety of the laboratory program and environment. In addition, although our FTEF has increased from the previous academic year, our FTEF percentage has dropped to 39%. Currently, the department is in the process of hiring a new full-time instructor, in response to the early and unexpected retirement of a full-time instructor. Since the loss of this full-time faculty occurred during the fourth week of the quarter, full-time faculty stepped in to take over much of the load. In combination with this loss and a series of other unexpected disruptions – including the passing of a part-time faculty member also during the forth week of the quarter – the department has been struggling to meet its campus-level obligations – such as curriculum development, our SLOAC process, and even this very program review – even while our enrollment has been increased. In addition, even after expanding our course offerings, the majority of our sections have wait lists, thus we feel a growth position (in addition to our replacement position) would allow the department to both grow and more actively meet our obligations – as well as to bring our FTEF percentage far closer to the required average of 75%.	
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 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 . . .)
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	Although the department does not directly deal with the B budget, and although we recognize the department does require substantial funding from the B budget to support the laboratory program, we wish to bring two items to the committee's attention: 1) While creating our contingency plans for potential future budget cuts, in reviewing institutional data the department observed that our productivity compares favorably against other departments across campus, and, when faculty salaries are included in cost analysis, the cost per student in our department is in fact lower than some departments that have no laboratory program. 2) Although we have made every attempt to reduce our costs through minimizing the quantities of chemicals used in our experiments, by the very nature of our discipline a certain amount of expense is entirely unavoidable. If the department did not receive funding to supplement our B budget each and every year, the department would far overrun its costs. It does not make sense to the department that we are permanently underfunded and must constantly make such supplementary requests, especially when we are expected to grow the program and increase student success. We earnestly appeal to the committee to review our actual encumbrances over the past several years and, keeping in mind our increasing enrollment and student success, fund us at a level that would allow the	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". |

	department to carry out its mission.	
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	There are no substantial updates to our SLOAC process to report since our last APRU. We are currently in the process of assessing the outcomes in the following chemistry classes: Chem 10, 1C, 12B, and 12C. All the other assessment data were completed as per the last program review cycle. We have begun the assessment process of our PLOs. The assessment data will be discussed at the department level and a reflection statement will be posted by the end of the current academic year.	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:	David Gray graydavid@deanza.edu x5608	APRU writer's name, email address, phone ext.