

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: leuwheatcoleen@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:	Psychology	
Program Mission Statement:	The Psychology Department provides one of the best two-year G.E. transfer preparations in the U.S. and has done so since the inception of the Psychology program in 1967. Over the years our mission has remained unchanged; to provide a diverse set of offerings in the field of Psychology and the best B. A. and B.S. as well as graduate transfer preparation at the two year college level. The strength of the program is anchored by a solid foundation in methodology, experimental research and design (Psychology 2, 3, 8, and 60, quantitative analysis (Psychology 15), Psychobiology (Psychology 24) and are complimented by a wide range of clinical courses: Introduction to Clinical Psychology, Abnormal, Personality, Humanistic, Adjustment Psychology and Psychology of Women. Our interest in social action and community service has been long standing with the Psychology Internship program (Psychology 64 XYZ 1-4 units).	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	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		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		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	The total student population dropped by about 700 students and most targeted groups performance held steady, the 2% decline in the black student population is insignificant as compared to the total number of students in the targeted population, the trend however, is down since 2008 and total enrollment in this group is trending downward as well. In the other targeted groups the trend has remained steady in these groups. There was however, a 13% increase in Native American success, however, the total numbers in this group were quite small. We are seeing some steady small gains and but mostly variation within error range.	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)
Trends in equity gap:	Overall trends are stable within error some clear increases as noted above in Native American groups and also non-targeted groups as well (e.g. whites). Overall the gap is invariant	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	Equity gap is holding steady with some notable increase in the Native American group. Sample size is small but the percent increase is rather large (10%+).	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 total number of students has decreased in Psychology, however, Psychology remains the most productive by volume in the Division and the College as a whole. Considering the total number of full time staff.	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 C.S.U move to acceptance of students based on AA degree completion has moved the department toward the completion of an	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program

	AA in Psychology. Approval expected in Spring quarter.	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 improvement area that still need to be addressed are course development in the Positive or Health psychology area. We have improved access and retention and we have made steady gains in enrollment and productivity in the last 3 years. Computer software updates and new laptop batteries have been updated to improve the on-line laboratory. Some new operant learning systems have been added to the lab as well.	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:	Psychology is the still the number 2 most popular major in the U. S. and the trend toward more women representation in psychology has continued. The addition of the Palo Alto University (PAU) consortium has raised the profile of De Anza's Psychology program considerably. The program is now very successful and has been extended to Foothill Community College and also a night program for De Anza College.	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:	The Psychology program will move toward and overall department evaluation and survey process to determine program effectiveness. The current C.A.R. project in SS Division is aimed at critical thinking across all departments.	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	Budget in Psychology is down overall and there are less total offerings than 3 years ago.	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	Enrollment trends have been up till the current 2010-11 academic where student enrollment dipped. Productivity in Psychology is still very high.	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	Replace due to vacancy.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed

Staff Position Needed	Replace due to vacancy	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:	Currently in the hiring process for the replacement of retiring staff Dr. W. Goesling	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, 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	New classroom multimedia has been added.	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	All users of the Psychology lab and associated L-Quad classrooms	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	Already done	How much? Who/what could be supported if this additional

		<p>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		<p>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>Concentration on experimental and research methods objectives has resulted in better performance on assessment tools and very likely greater percentage of course completion.</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
Future plans	<p>Up grade computer lab with new statistics software (SPSS), and software for Physiological Psychology course (eg. Brain maker).</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
Submitted by:	<p>Charles B. Ramskov Ph.D Department Chair, Psychology ramskovcharles@fhda.edu 408 864-8853</p>	<p>APRU writer's name, email address, phone ext.</p>