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:	**Economics**	
Program Mission Statement:	We provide instruction in the Principles of Economics series. including Macroeconomics (Economics 1) and Microeconomics (Economics 2). Additionally, an Economics Issues in Today?s world class is taught during Winter Quarter. The Principles series is a requirement for those seeking a 4-year business degree as well as a 4- year economics degree, an important outcome of our courses is to prepare business and economics majors for their upper division coursework/4 year degree. All of our courses fulfill De Anza G.E. requirements and are CSU and UC transferable. We also provide for general education with our focus on the economic foundations of social systems. Economics blends quantitative analysis characteristic of physical sciences with the more qualitative methods associated with the social sciences, students of economics develop a unique reasoning ability that provides a vital perspective on social issues. Our students bring their valued skills to business, government and community endeavors, and so provide service and vision in the pursuit of our shared interests. Our faculty represents a broad range of ethnicity and professional backgrounds. Their collective experience in markets, private, and public sectors in many different societies and cultures throughout the world allow for unique learning opportunities for their students.	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 acadenic 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	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	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	Overall, targeted groups including Multi Ethnic groups enrollments went up in 2010-11 compared to 2009-2010. The growth rates were spectacular for some ethnic groups. For Blacks, Filipinos, Pacific Islanders, the numbers increased by 9.1%, 8% and 6.6% respectively. For Hispanics, the numbers dropped by 5.6%. However, there was no change in percentage composition of the group as a whole. The drop in Native Americans was quite substantial. These numbers are reflection of the same trend in The Division as well as college Enrollments.	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:	Success Rate for targeted groups went up (54% -56%) while non success rates increased by a marginal amount. Faculty members have been guiding the students, using Student Success Center services as well as active participants in the Social Sciences Division initiative C.A.R. (Conversations, Application and Reflection) project. Withdrawal rates dropped significantly for the targeted groups. From 22% to 18%. This is a first significant drop in withdrawal rates for targeted groups in the last 3 years. Retention rates have gone up from 78% to 82% this year. Again, this is a	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.

	first significant increase in retention numbers for targeted groups. For Blacks, the retention rates percentage increase was from 76% to 83%, for Filipinos from 76% to 80%, Hispanics (unchanged at 80%)The decline in retention rates in Pacific Islanders was reflected in the Division as well as College retention rates.	
Closing the student equity gap:	Withdrawal rates dropped significantly for the targeted groups. From 22% to 18%. This is a first significant drop in withdrawal rates for targeted groups in the last 3 years. Retention rates have gone up from 78% to 82% this year. Again, this is a first significant increase in retention numbers for targeted groups. For Blacks, the retention rates percentage increase was from 76% to 83%, for Filipinos from 76% to 80%, Hispanics (unchanged at 80%)The decline in retention rates in Pacific Islanders was reflected in the Division as well as College retention rates. This trend in retention rates amongst this group needs to be analyzed at the department, division as well as the College level. In this regard, the Social Sciences Division is continuing with the C.A.R. initiative in Spring 2012. This initiative is especially directed towards addressing the equity gap. Here all departments in the Social Sciences Division including Economics will be participating in this initiative where they come up with strategies to address the student equity gap in their classes.	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:	While overall enrollments have declined (again reflected in Division as well as College level)in 2010-11 compared to 2009-10, overall Success rates went up, non success rates dropped marginally. Withdrawal rates dropped significantly (by 7.6%). Overall retention rates also increased from 86% to 87%.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	In Progress: Active communication with CSU's in line with state initiative SB 1440. Another cycle of Student Learning Outcomes assessment was completed. This cycle included for the first time online sections assessment as well. Program Learning Outcomes (PLO?s) assessment cycle was initiated with set of common assessment methods identified in winter Quarter of 2012 and is being pursued in Spring quarter 2012	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"	Most of our sections are now scheduled in Smart Classrooms resulting in measurable improvements in student learning.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's

	Active participation and commitment to several SLO Assessment cycles, working towards completing our first PLO assessment cycle are steps that have played a significant role in our productivity, our improved performance for target groups. Our department commitment to C.A.R. project has also played a pivotal role in working towards reducing equity gap. Our faculty remains committed to act as guides, facilitators and mentors to our students and encourage an active and critical Learning process.	progress in moving towards assessment or planning or current 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	Please refer to Dean's Summary (Social Sciences Division, Carolyn Wilkins-Greene)	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	Our enrollment numbers have shown very healthy trends. Our enrollments for ECON1 (107% of the capacity) and ECON2 (101% of the capacity)and 86% for ECON 78J. Our productivity numbers are 658 (higher than our Division: 631) and higher than College (511)	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	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:	Research paper will improve student learning and enhance their Communication and Expression (ICC#1) information literacy (ICC#2) and Critical Thinking skills (ICC#5). The Instructional Associate will review and provide feedback on students' research papers. The latest SLO Assessment cycle for Fall 2011 revealed that the success rates in student?s essays fell short of the expectations. While success rates were high for multiple choice questions, the essay scores suggest the need for feedback that the Instructional Associate will be able to provide.	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 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	As suggested above, a growth position for Instructional Associate is requested in order to facilitate student learning and enhance their Communication and Expression (ICC#1) information literacy (ICC#2) and Critical Thinking skills (ICC#5). This is in line with College ICC's as	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?

	well as mission statement.	
		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?
SLOAC and PLOAC summary	SLOAC cycles have been done for several quarters. We have had an active level of engagement among a significant portion of our department faculty. Our reflection meetings have been very fruitful suggesting improvements on further assessment of the cycles. The reflection meetings also revealed the need for more feedback on the essays. We are also pursuing the assessment cycle for PLO?s this quarter. (Spring 2012). We are doing this for our traditional as well as online classes.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	Critical thinking is an area where we would like to use our additional resources. We are also looking forward to developing more assessment methods for critical analysis.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Ravjeet Singh, singhravjeet@deanza.edu, 8558	APRU writer's name, email address, phone ext.