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:	**Euphrat Museum of Art**	
Program Mission Statement:	The Euphrat's mission is to research, produce and present unique exhibitions and educational materials that provide a resource of visual ideas and a platform for communications. It is a forum of ideas about art expressed through one-of-a-kind exhibitions and events. Our exhibitions and programming 1) highlight our heritage of different cultures; 2) enhance understanding of art fundamentals, art history, and esthetics; and 3) augment college instruction. The Euphrat is a college/community partnership working with two cities.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Learning Resources/Academic Services, Career/Technical	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.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	0	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	0	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	0	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 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	X - 4	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. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	(X) - 1	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	For enrollment and success the Creative Arts division's studio arts classes have an average rate of 84% (Filipino/a students at 86%, African Ancestry students at 66%, Latino/a students at 77%). The Euphrat has made specific outreach to targeted groups, e.g. developed special projects for First Year Experience students and Puente and ¡LEAD! students. We work with the BSU on events and provide art programming for the Foster Youth Summer Bridges Program. We have brought in art, artists, speakers, and programs directly related to these target populations, addressing issues and involving classes and individual students.	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) and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	Euphrat exhibitions and programs always include diverse perspectives and speak to the need, interests, and issues of our students and communities across disciplines. Targeted populations are integral to the program. Students from these populations approach us wanting to be more involved in the museum in a variety of capacities. The Euphrat's exhibitions, events, and programs help transform traditional classroom learning across disciplines and produce culturally aware creative learners.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.
Closing the student equity gap:	Euphrat exhibitions and programs always include diverse perspectives and speak to the needs and interests of our students and communities. Targeted populations are integral to the program. Students from these populations approach us wanting to be more involved in the museum in a variety of capacities. Our College Art Days bring young	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.

	students from communities with low college participation rates and expose them to an exciting college environment at an early age. We outreach to students from targeted populations, involving them as student interns, volunteers.	
Overall growth/decline in # students:		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 biggest change has been the elimination of the Executive Director position in 2011. While some activities including exhibitions and related events have continued with minimal staff, when the economy improves, the museum does need a faculty/director position to ensure continuity and growth.	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 Euphrat's 2008-09 Comprehensive Program Review, Section I.C. stated the need for additional funding and staffing in order to realize the vision of an expanded program of art and civic engagement, increased attention to students, and more. In 2011 college funding for the Executive Director position was eliminated along with the position. We have been offering the Arts 71 Gallery and Exhibition Design course and involving those students in the production of the exhibitions. A key element of success has been in the expanded participation of students across disciplines, and the resounding commitment of support from the students. We are working on plans for future vitality.	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:		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		Career Technical Education (CTE), provide recommendations

Board Input:		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	While the museum lost the only college funding it received (for the now eliminated Executive Director position), we have continued to receive support from the DASB, the City of Cupertino, and other funds raised through the Arts & Schools Program. For the transitional 2011 – 2012 academic year we have continued to serve students and offer museum studies and internships in art courses.	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 audience and student participation have grown with focused programming. The Euphrat contributes to the college's growth through the exciting opportunities it gives to students, the cachet on the resume. The Euphrat increases the reasons why students travel to get here or why they see De Anza as a quality affordable educational alternative for their first two years, leading to potential transfer to a top university.	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 faculty position that teaches related museum studies courses and assumes some of the Executive Director responsibilities is needed for the future.	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. <mark>But, if you have items that cannot be covered through Measure C, please input your requests here.</mark>
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? <mark>Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</mark>
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		<mark>Name type of facility or infrastructure items needed.</mark> 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		How much? <mark>Who/what could be supported if this additional funding was awarded?</mark> What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? <mark>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</mark>
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?
<mark>SLOAC and PLOAC summary</mark>	<mark>Discussions with colleagues about teaching methods and new pedagogy helped increase learning effectiveness to</mark>	<mark>What did you learn from your SLOAC and PLOAC activities this year?</mark>

	<mark>better serve students enrolled in Arts 71 and 72 as well as student interns and volunteers. Regular reflection writing and speaking exercises proved to be very effective assessment tools for understanding what students were learning.</mark>	
Future plans		How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
<mark>Submitted by:</mark>	Diana Argabrite, argabritediana@fhda.edu, x5464	<mark>APRU writer's name, email address, phone ext.</mark>