

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:	Computer Aided Design and Digital Imaging	
Program Mission Statement:	<p>The CDI program provides entry-level training for mastery of CAD programs for immediate employment (about 20%) or for transfer into State Colleges (about 5%) in technology programs. Included in the CDI mission is the continual reevaluation of regional training needs for existing workforce development for unemployed workers (about 40% of our students), those seeking new employment, or sustaining existing employed workers by providing essential job skill updates (remainder).</p> <p>The CAD prepares individuals to seek entry level employment as an engineering technicians or CAD drafters. The CAD program provides quality instruction in the engineering design software applications that are being used by industry; including AutoCAD, SolidWorks, Creo Parametric, NX, CATIA, Inventor, Revit, and Pro/ENGINEER.</p> <p>The CAD program provides ongoing, professional development for practicing technicians and engineers with software updates and in depth instruction engineering design applications being utilized by area manufacturing industries: CAD systems and project life-cycle management software. CAD program serves many displaced workers who are pursuing training and preparing to re-enter the workforce. The CAD coursework enhances their transferable skills in industrial technology, manufacturing machining, and problem solving. De Anza's CAD faculty maintains strong contacts with regional industry partners and</p>	You may create a new one or copy from your 2008-09 comprehensive program review.

	<p>software developers. The program curriculum stays current with the latest trends which informs new course development and program improvement. Based on input from industry representatives, faculty has developed new offerings in project life-cycle management and the civil engineering and architecture applications of AutoCAD and AutoDesk REVIT.</p> <p>CDI is the only program at Foothill-De Anza that is completely on line. All certificates and degrees can be attained through distance learning.</p> <p>CDI is one of the last remaining Northern California colleges providing CAD education and training and is the only college in the US teaching all five top CAD systems used worldwide.</p> <p>Our distance learning extension has enabled us to reach outside of the local are and into greater California, the US and beyond.</p>	
What is the primary mission of your program?	CTE	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	20	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	2	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:	1	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	2	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	1	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	4	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	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	Number of students increased 2010-2011: Hispanic students from 102 to 111	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African

	Black students from 31 to 56 Filipino students from 54 to 80	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:	As we transit from a 50-50 to a 30-70 on-campus to distance learning percentage, CDI will continually reassess the need for intervention at specific points during the term to ensure a continued high success rate.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	The success rates of all populations have decreased (86 to 75) over the past year due to the switch from on-campus to distance learning mode for CDI. We have increasingly served more students at a greater distance. The expansion of our tutoring program may be an effective solution for improvement retention and success rates. We are continually improving the tutoring program by both monitoring the tutors and students who need tutors.	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:	Please see attached: De Anza College Program Review CDI- success rates targeted groups.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	With one mandated FTE reduction CDI still has increased its enrollment every term by combining classes and having all classes available as distance learning.	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"	All SLO and SLOAC have been completed for every class offered (3 have not been offered yet). CDI has assessed every class every term for the last three years. We are in the fifth to 8th level of class assessment for most CDI offerings	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:	Employment opportunities for De Anza Computer Aided Design certificates and degree program graduates exist in research and design firms and manufacturing companies throughout the South Bay Area region. According to the California Employment	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	See attached Company Survey to view CDI Advisory input. CDI is	Career Technical Education (CTE), provide recommendations

Board Input:	nimble enough to react to local and regional changes in industry employment and skills requirements. As a CAD system diminishes or increases in local use CDI adjusts its class offerings. If a new or different CAD system becomes popular locally CDI adds a class in that system to meet the local business and employee requirements for expertise, i.e. Tesla (CATIA), Lockheed (NX), Apple Inc. Space Systems Loral, Google, (Pro/E aka Creo) KLA-Tencor, Northrop Grumman, AMD, Intel, HP, Gilbane Inc.(Revit / AutoCAD) Intuitive Surgical, Abbott Laboratories, etc.	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	CDI is moving to swing space for two years starting Fall 2012 while ATC building is remodeled. CDI is downsizing from two to one room. CDI has had its budget cut from 6 to 5 FTE's. Diminishing resources will challenge our ability to service student population and community and industry needs at many levels but as in the past we will meet and exceed these challenges.	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	See attached. In spite of one FTE reduction, CDI has increased its enrollment every term by combining classes and having all classes also available as distance learning.	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	No additional faculty 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:	N/A CDI has had one FTE reduction in assignments as per the budget requirements.	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	Under 1,000	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.

<p>Equipment Title and Description, Quantity</p>	<p>A very small amount of money may be necessary to move and install the CAD lab in the swing space for Summer 2012. More expensive requirements such as software and graphics cards will be met with continued industry software Grants (10,000 in 2011-2012) and Perkins funds (19,000).</p>	<p>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 . . .)</p>
<p>Equipment Justification</p>	<p>Some funds may be necessary to move and install the CAD lab in the swing space. We were required to forgo the automatic measure C fund 5 year refresh cycle of our computers.</p>	<p>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.</p>
<p>Facility Request</p>	<p>CDI is moving to swing space for two years starting Fall 2012 while ATC building is remodeled. CDI is downsizing from two to one room. No facility requirements are identified until the ATC is refurbished and CDI is moved back.</p>	<p>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</p>
<p>Facility Justification</p>	<p>N/A because of swing space situation.</p>	<p>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.</p>
<p>B Budget Augmentation</p>	<p>Some funds may be necessary to move and install the CAD lab in the swing space. Requirements will increase as CDI returns to ATC in 2014.</p>	<p>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".</p>
<p>Staff Development Needs</p>	<p>N/A because of swing space situation. Requirements may increase as CDI returns to ATC in 2014.</p>	<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>
<p>SLOAC and PLOAC summary</p>	<p>CDI does SLO/SLOAC for every class every term and adjusts its on campus and distance learning offerings and methods to increase success and retention in as much as possible. In general all of CDI classes have evolved organically since 1994 without exception. All CAD systems change interface and capabilities every 12 months so CDI and CDI</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>

	instructors must redo ever recorded lecture and all text materials every Fall. We do not earn from activities per year, we learn and adjust nimbly to all local, regional, and national requirements every 3 months as needed to stay current and relevant to our class and training programs.	
Future plans	On line surveys through course management system (all classes use Catalyst).	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Louis Gary Lamit lamitgary@fhda.edu, 408 864 5648, 864 8627.	APRU writer's name, email address, phone ext.