

# DASG Budget Request 2023-2024

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 7, 2022  
Applications and attachments must be typed and submitted via email to Dennis Shannakian at  
[ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Subject must be in the following format:

“DASG Budget Request - DASG Account/Program Name - DASG Account Number”

For Example: “DASG Budget Request - DASG Budget Committee - 41-51140”

Everything submitted will be publicly available online.

**Delete the Object Codes and lines within Object Codes you do not need.**

1. Program (Account) Name: Marine Biology
2. Is this a new DASG account? Yes  No  DASG Account Number: 41-57535
3. Amount requested for 2022-2023 \$ \$1050.00
4. Total amount allocated for 2022-2023 \$ \$1050.00
5. How long has this program existed? 8 years
6. Number of students directly served in this program: 130  
**Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.**
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)? I will make sure that students can only take advantage of these funds if they have paid the DA Student Body Fee and are DASG members. I will also strongly encourage participation of the students in DASG and inform them of the benefits they receive from their DASG.
8. What would be the impact if DASG did not completely fund this request? Students would have to shoulder more of the financial burden of this trip. Before receiving funding, I have personally made up the difference between the cost of the trip and what the students pay. If I needed to do this again, I would have to limit or completely eliminate this opportunity for the students.
9. Total amount being requested for 2023-2024 (from page 3) \$ 1600.00

**Delete the Object Codes and lines within Object Codes you do not need.**

### Supplies (4010)

(Non-capital as specified; NO general office supplies)

	Item	Intended Use	Cost
1.	<u>Sleeping Bags (4)</u>	<u>camping</u>	<u>\$100</u>
		TOTAL:	<u>\$ 100</u>

### Food/Refreshments (4015)

(Must adhere to district Administrative Procedure 6331,

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

	Item	Intended Use	Cost
1.	<u>Meals for students</u>	<u>Meals while camping</u>	<u>\$500</u>
		TOTAL:	<u>\$ 500</u>

**Domestic Conference and Travel (5510)**

(Must adhere to district travel policies,  
<http://business.fhda.edu/policies-and-procedures/ff-travel-policy.html>,  
and DASG Limitation and Requirements from the DASG Finance Code)

	Item	Intended Use	Cost
1.	Field Trip - 5520 _____	Camping fees _____	_____ \$1000
		TOTAL:	\$1000 _____

**Total amount being requested for 2023-2024 (also complete line 9 at bottom of first page)**

**\$ \_\_\_\_\_ \$1600.00 \_\_\_\_\_**

**Delete the Object Codes and lines within Object Codes you do not need.**

**Request For Information (RFI)**

	Question / Inquiry	Program Response
1.	<p>Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>This course provides a hands-on approach to get students up close and personal to marine life. The camping trip (which is what I’m asking funding for) gives students this experience without having to worry about the cost of the trip. The students get to camp at a University of California Natural Reserve (Kenneth Norris Rancho Marino Reserve) in Cambria, California. The reserve is on the central California coast and provides the students access to an intertidal habitat that is not open to the general public. They also get exposed to biological research, as the reserve director lives on-site and he gives a presentation about research done at the reserve. He also leads a hike around various research projects at the reserve. In addition, we explore a nearby sandy beach habitat as well as take some time to see the nearby elephant seals. Your funding allows this trip to happen without any cost to the students, specifically the fees for camping as well as food costs and camping equipment.</p> <p>We are starting the trips again this year after a 3-year hiatus due to the pandemic. Unfortunately, the trip planned in the fall quarter was cancelled due to my catching COVID the week before the trip. The next trip will be in spring quarter, 2023.</p> <p>Pictures of the most recent trip (Nov. 8<sup>th</sup> – 10<sup>th</sup> 2019) can be found here:  <a href="https://photos.app.goo.gl/Wz3NWuyAXinDjfeEA">https://photos.app.goo.gl/Wz3NWuyAXinDjfeEA</a></p> <p>Unfortunately, there hasn’t been anything new implemented since the submission last year. I haven’t been able to use the generous funding that DASG has provided for the last three years due to the pandemic limiting the opportunity to do this trip.</p> <p>This program is unique in that this is the only Biology class and one of the only classes at De Anza that has an overnight camping trip, and is the only class at De Anza that does this at a UC Reserve, where students can get a hands-on introduction to research done by UC students and UC professors.</p> <p>I think an experience like this one has become even more important for De Anza as we transition to a more “online” college with person-to-person connections becoming more difficult.</p>

	<b>Question / Inquiry</b>	<b>Program Response</b>
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>Students of all different backgrounds will encounter marine life from the smallest of invertebrates to marine mammals that weigh tons. They will undoubtedly get to know each other during this trip. There is a bonding that occurs on these trips because we are all in a new place and camping out together. Perspectives are expanded when people are exposed to others. The activities on this trip bring people together. New perspectives and experiences will positively impact these student's lives. Maybe a student is inspired to go into science (as I was) due to this trip. Or maybe knowledge of marine creatures from this trip gives them a broader perspective on life and how we need to protect these habitats for future generations. And just maybe that student can pass that on to others. Or maybe they get to know a fellow De Anza student on this trip that expands their perspectives and provides a positive impact on their life.</p>

<p>3.</p>	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a></p>	<p><b>Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College:</b> Many of my students have gone on to be Biology majors and I attribute some of that to this trip. A trip like this “turned me on” to Marine Biology, and I think it does the same for some of my De Anza students.</p> <p><b>Fund programs that benefit students during the 2023-2024 fiscal year. Fund programs that benefit DASG Constituents. Fund programs that promote diversity, equity, and inclusion among all students:</b> I make sure that students that attend the trip without cost are DASG members. I also make the students very aware that DASG provides the funds for the trip and how important DASG membership is to De Anza College (see attached picture).</p> <p>I’m biased here, but this trip is equivalent to the experience that CSU and UC marine biology students experience. We camp at a UC reserve, which gives the students exposure to research at a UC facility. So, I feel that for a relatively low cost, students have an experience that they will remember for a long time. One of my favorite things about these trips and what your funding helps to provide is to have this experience be the same for all students, regardless of their financial status. So, to be quite frank, your funding really helps in promoting equity among all students who attend, as cost or a lack of camping gear is no longer a factor in whether a student can attend this trip or not. All students enrolled in my Marine Biology course can go, regardless of their background.</p> <p>In regards to promoting diversity and inclusion among students, these trips tend to do that without much effort needed. When you’re waking up early morning and walking around the intertidal together. When you’re getting sandy and wet as you try to collect and measure sand crabs. When you’re sharing a tent with others and experiencing the sounds of the ocean while sitting around a campfire eating S’mores together, all categories or groups that we put ourselves in tend to go away and we are all just simply a class of students and their professor enjoying an amazing hands-on learning experience together.</p>
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**Fund programs based on the current value and needs of the program rather than solely on historical funding trends. Fund programs that promote student retention by enhancing the quality of education at De Anza College. Fund unique programs that fall outside the purview of what should normally be funded by the college:**

The financial needs for this trip have been pretty consistent in the past. This has recently changed and I will tell you why. In not knowing how students would respond to a college that has transitioned to more virtual instruction, I thought that demand for the course might be down given the face-to-face necessity of the many field trips that I offer in addition to the camping trip. Also, this course hadn't been offered for 3 years, so I was less optimistic in regards to the class filling than I have been in the past. I was even considering not offering this course in the spring quarter, thinking that demand would be down as we transition into a post-pandemic college and world. I'm happy to say that this was not the case. In fact, fall quarter enrollment in this course came back stronger than it was even pre-pandemic. In addition, demand for the field trip was at the same level as it was pre-pandemic, even with the health issues I faced this quarter limiting my face-to-face time with my students. Based on what I've seen this quarter, students want this course now more than ever, and I believe that it is the connection that the camping trip and the other trips provide which make students want to be in this course. So, this course will be offered this spring quarter, and in spring quarters to follow.

Another reality of this post-pandemic world is that costs have gone up since the last time I had this trip. Food costs. Camping costs. They have increased in the 3 years since I last had a trip, which is why I have increased my "ask" from DASG this year. This being said, if the funding is not there for this increased "ask", these trips will still happen and I will still be grateful for whatever funding DASG can provide. I will personally and happily cover any shortfalls in funding that may occur. A trip like this changed my life when I was an undergraduate. It helped to lead me to what I'm doing today. I want to help to provide this opportunity to others. Now, I'm unfortunately not in a financial position to fund everything myself, which is why I come back every year to ask for funding. However, I do look at this trip as a team effort where DASG funds most of it, and I take care of anything that isn't covered. I also made sure to go to the Budget Committee meeting the last few years when I couldn't do the trip and wanted that money to go to a program that could use it since I could not.

	<b>Question / Inquiry</b>	<b>Program Response</b>
		<p>These trips do promote student retention by enhancing the quality of education and providing a unique experience at De Anza College. As mentioned in a previous response, this trip is equivalent to the experience that CSU and UC biology students experience at their universities. I've personally been on a trip to this same reserve as a UC student and my goal is to provide that same quality trip that turned me on to marine biology.</p>

	<b>Question / Inquiry</b>	<b>Program Response</b>
4.	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>Marine Biology was dormant and not offered at De Anza when I got here in the fall of 2010. I offered Marine Biology in the Winter quarter of 2011, and it had low enrollment. At this time, budget cuts were also occurring so low enrolled classes were cut.</p> <p>I wanted to revive Marine Biology and did so in the spring quarter of 2014. At that time, I advertised the course around campus using flyers and through consistent Facebook posts on the De Anza Facebook page and that brought enrollment up. Marine Biology has been offered every fall and spring quarter since then (pre-pandemic) and has had full enrollment. And as I mentioned in a previous response, the course filled up quicker than it did pre-pandemic! And given that this course relied on word-of-mouth in the past, I'm not sure what spurred on enrollment since this course hadn't been offered for 3 years! Maybe this word-of-mouth has a longer lifespan than I thought! 😊</p> <p>I will continue to advertise through De Anza's Facebook page, as well as promote the course whenever I can via De Anza College events and various opportunities. Now that the Villages have recently launched at De Anza, I can see even more promotional opportunities, and hopefully will reach even a greater number of students, including underserved students, then just Facebook posts and flyers around campus can do, especially with a greater number of our students taking courses online. I do think that with our shift to more online learning at De Anza, how we promote our various programs needs to shift as well.</p> <p>I do see a huge opportunity in marketing/advertising this class as a face-to-face option in an increasingly online learning environment that De Anza has become. There will be fewer classes and opportunities for students to see and interact with each other in a face-to-face environment. I see advertising this course and this trip as a way to both "get out of the house" and have an in-person bonding experience that will be harder to find in many courses at De Anza. I've attached one of my future flyers which changes the focus of past flyers to one advertising these benefits in our increasingly online learning world.</p>



	<b>Question / Inquiry</b>	<b>Program Response</b>
5.	Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.	I mentioned in a previous response how the camping trip promotes equity by having no cost to the students thanks to your funding. The program as a whole consists of other trips (3 non-overnight field trips) which are also no cost for the students. One of those trips is to the Monterey Bay Aquarium. Through a program they offer, Marine Biology students in a college course can get in for free, which I have taken full advantage of. Keeping the trips at no cost to the students is very important to me, as I don't want the financial status of students to affect their ability to attend. Additionally, all of the course trips are not mandatory as I don't want to have a student worry about their grade if they cannot attend these trips for any reason. In addition, I provide the labs in the course at no cost to the students. I've written the labs and allow them to access them online without needing to purchase it. In short, I try very hard to keep as much cost out of this class as I can for all students, so everyone can have the same experience.
6.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	<p>Since the pandemic began, this course has not been offered (it normally was offered in the fall and spring quarters). Without being able to do any of the trips associated with the course, I simply don't think the experience for the student would be even close to what it is with the trips. This is why I never converted it to a completely online course. I also had no idea that the pandemic and its effects would have lasted as long as they did.</p> <p>Realizing that student demand for online courses would still be there post-pandemic, I got Marine Biology approved through curriculum for Fall 2022 for online lectures. So, now the course can either be taught in a completely face-to-face format like it has been pre-pandemic, OR with online lectures and face-to-face labs and field trips. This "hybrid" model began this quarter (Fall 2022) and will continue to be taught in this format as long as student demand for this remains high. I recognize the shift to online learning, and am ready to offer this course in both of these formats.</p>
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	The area that is most critical are the camping/UC Reserve fees (5510/5520). This is the most expensive component of the trip, and the exact cost is not known until after the trip is over. We are billed by the UC Reserve system after the trip and costs have gone up.

## Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly. Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response
1.	<p><b>ENROLMENT</b></p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<p>Fall 2018/Spring 2019: 111 students (53 students attended camping trip)</p> <p>Fall 2019: 63 students (30 students attended camping trip)</p> <p>Course not offered during online-only instruction.</p> <p>Fall 2022: 64 students (25 students signed up for the camping trip) Camping trip was cancelled due to instructor (me) getting COVID.</p> <p>The Marine Biology course serves all the students that take the course.</p>
2.	<p><b>STUDENT FEEDBACK</b></p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by students in the previous year?</li> </ul>	<p>I have begun doing course surveys since I moved to online teaching. Given that this is the first quarter of Marine Biology taught since Fall 2019, surveys will be conducted via Canvas closer to the end of the quarter.</p>
3.	<p><b>FUNDING</b></p> <ul style="list-style-type: none"> <li>• List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> <li>• Attach account reports of all sources of funding</li> </ul>	<p>None</p>

**Signatures are not Required for this Application**

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

**Signatures that are Required for Utilizing Funds**

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

**Budgeter and Administrator Information**

Budgeter’s Name: \_\_\_\_\_ Jason Bram \_\_\_\_\_

Phone Number: \_\_\_\_\_ x8654 \_\_\_\_\_

Email: \_\_\_\_\_ bramjason@deanza.edu \_\_\_\_\_

Relationship to Project: \_\_\_\_\_ Marine Biology Instructor \_\_\_\_\_

Position on Campus: \_\_\_\_\_ Faculty Member/Biology Department Chair \_\_\_\_\_

Administrator’s Name: \_\_\_\_\_ Dr. Anita Muthyala-Kandula \_\_\_\_\_

Phone Number: \_\_\_\_\_ x8773 \_\_\_\_\_

Email: \_\_\_\_\_ kandulaanita@deanza.edu \_\_\_\_\_

Relationship to Project: \_\_\_\_\_ BHES division dean \_\_\_\_\_

Position on Campus: \_\_\_\_\_ Administration/Dean \_\_\_\_\_

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