

View results

Respondent

8 Jason Bram

307:58

Time to complete

Program Information

1. Program or DASG Account Name: \*

Marine Biology

2. Is this a new DASG account? \*

Yes

No

3. Please enter your DASG Account Number: \*

41-57535

Line Items (Object Codes)

DASG Accounts and Funding are divided into Line Items representing specific categories of usage (salary, supplies, food, services, etc.). Line Items are identified with Object Codes in the DASG Accounting System, which are the equivalent of Account Codes in Banner. The available Line Items and their Object Codes for this request are as follows:

- 2310 - Student Salary
- 3200 - Hourly Benefits (Required for Student Salary)
- 4010 - Supplies
- 4013 - Promotional Items
- 4015 - Food
- 4060 - Printing
- 5214 - Professional Services
- 5510 - Conference & Travel
- 5520 - Field Trips

4. What is the first Line Item you need to request funding for? \*

- 2310 Student Salary
- 4010 Supplies
- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips

### 4010 Supplies

No General Office Supplies

5. 4010 Supplies Amount \*

Please round up to the nearest whole number.

Please enter a whole number

6. 4010 Supplies Description \*

7. What is the next Line Item you need to request funding for? \*

- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

### 4015 Food

Not for Conference and Travel; for all Conference and Travel expenses, including meals, use Object Code 5510.  
(Must adhere to district Administrative Procedure 6331, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

8. 4015 Food Amount \*

Please round up to the nearest whole number.

Please enter a whole number

9. 4015 Food Description \*

10. What is the next Line Item you need to request funding for? \*

- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

### 5520 Field Trips

11. 5520 Field Trips Amount \*

Please round up to the nearest whole number.

Please enter a whole number

12. 5520 Field Trips Description \*

### Request For Information (RFI)

**Description:**

Please provide comprehensive details about your program.

**Public Disclosure:**

Be advised that all documents and information submitted will be accessible publicly online.

**Please redact any Personally Identifiable Information (PII).**

13. Please provide a thorough description of your program. \*

This course offers students a chance to get close to marine life, helping them learn through environmental and hands-on opportunities. The camping trip (for which I'm asking funding) provides students this experience without cost barriers. Students camp at University of California Natural Reserve (Kenneth Norris Rancho Marino Reserve) in Cambria, California, an intertidal habitat that is not generally open to the public. Students meet the professional Reserve Director, who provides a presentation about biological research happening at the reserve, in the process learning about research and careers in the sciences. Together, we explore the intertidal, a nearby sandy beach habitat and visit the elephant seals.

Your generous funding allows students to experience this unique learning opportunity free-of-charge, as the camping fees, equipment, and majority of food costs are included. This program is the only Biology class, and one of the only classes (if any) at De Anza that offers this type of experience.

Pictures of the most recent trip (May 2025) can be found here:  
<https://photos.app.goo.gl/VwEJFFbBC8rU5NMb6>

Over the years, I have heard from participating students about the value of this active learning experience and the in-person bonds it creates. This will be all-the-more important as De Anza transitions to a more "online" college with person-to-person connections more difficult to create and maintain.

14. What new services or features have been added since your last DASG RFI submission? \*

Enter N/A if you have not submitted a DASG RFI before.

Class enrollment is consistently growing and therefore more students are benefitting from the experience, and your funding. Food prices have skyrocketed over the last few years, so I am grateful for the increases in funding to match these price increases.

15. Enrollment Overview \*

- Provide the total number of active students and newly enrolled students for each of the past three years.
- Indicate how many of these students were retained for more than a quarter.
- Clarify whether your program is designed for a specific demographic or serves the entire De Anza population.
- If available, include a breakdown of racial demographics.

Course is offered in the fall and spring quarters and is a 1-quarter course.

Spring 2023: 64 students enrolled in the course (29 students went on the camping trip)

Fall 2023: 65 students enrolled in the course (36 students went on the camping trip)

Spring 2024: 65 students enrolled in the course (35 students went on the camping trip)

Fall 2024: 66 students enrolled in the course (37 students went on the camping trip)

Spring 2025: 64 students enrolled in the course (29 students went on the camping trip)

Fall 2025: 66 students enrolled in the course (Trip coming on November 14th, 2025 - 37 students have signed up for the camping trip)

The Marine Biology course serves all the students that take the course.

16. Attach any relevant enrolment documents

**Attachment Guidelines:**

For accessibility, please ensure all attachments are submitted in their original filetype (Word, Excel, PowerPoint, etc.) or as PDFs with searchable text. Avoid submitting scanned documents, as signatures are not required for this digital submission.

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No answer provided.

17. Program Marketing and Promotion \*

- How does your program currently promote itself to the entire student body? What strategies and channels are used for outreach and advertising?
- Have you implemented specific efforts to engage and reach underserved student populations? If so, describe the methods and strategies used.
- If outreach to underserved students has been challenging, what obstacles does your program face in addressing this issue?
- Provide a detailed marketing plan for the current academic year, including any promotional materials you have used or plan to use.

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.

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 paper 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. Post-pandemic, enrollment has been full as well.

I continue to advertise through De Anza's Facebook page with electronic flyers, as well as promoting the course whenever I can via De Anza College events (Welcome Day) and various other opportunities.

I do see a huge opportunity in marketing/advertising this class as a face-to-face option in an increasingly online learning environment. 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," learning through doing in the field, and have an in-person bonding experience that will be harder to find in many courses at De Anza.

18. Reflection and Feedback \*

- How does your program collect and utilize student feedback for improvement (e.g., pre-/post-surveys, focus groups)?
- Can you provide examples of feedback received?
- What actions have you taken to address these areas?

I have begun doing Canvas course surveys since I moved to online/hybrid teaching. I began taking course surveys (anonymous) regarding the camping trip through Canvas since Spring 2023.

In the most recent survey from Spring 2025, 81% of the students who responded answered that they "had a great time", while 13% of the students who responded answered that they "had a good time". The remaining 6% responded that they "had an okay time".

Samples of feedback from this trip:

"I really like how the trip was very engaging, but we also had free time. It was nice how we had a common area where we could talk to new people, and how we shared tents with other people. It helped a lot to get to know each other better. Also, the Saturday night food was really good!"

"It was amazing ! Thank you so much. For making it happen ! Jason and his wife were so amazing teaching and cooking ! I think if we had real toilets would be even better but we expect that when going camping so it's understandable."

"This was honestly one of the coolest experiences in my life! I loved everybody on the trip and I had such a good time. All the experiences were cool but I really liked the fact the we got to bond as a class. this was such a cool way to make friends and fully meet people. The food karen had made was great! Saturday was a very busy day, I hadn't really done that much in a day before but it was nice to have breaks in between to rest or eat. Overall, I think this was an awesome trip and there is not much that I would change, I already want to go back ! I'm so grateful to have had this opportunity and I hope you are able to continue it for many years!"

"This trip was great, I couldn't stop talking to my friends and family. I told them I want to stay there for like a week. Please keep the trip going for every quarter. I had a great time, and thank you for your effort in making this happen. It would be hard for you to manage a lot of students."

19. Attach any relevant student feedback forms, surveys, etc.

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No answer provided.

20. Does your program offer any online services? \*

- Yes
- No

21. Does your program have any plans to offer online services? \*

Yes

No

22. Sources of Funding \*

- What are the current funding sources for your program (e.g., college funds, external income, grants)?
- Provide details for each source, including account numbers, account names, balances, and any specific purposes or restrictions tied to the funds.

None

### Request For Information (RFI) - continued

**Description:**

This section ensures adherence to the DASG Budget Guiding Principles, which can be found at [www.deanza.edu/dasg/budget](http://www.deanza.edu/dasg/budget)

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23. How does your program provide resources or support to help students achieve their academic and personal goals? (IMPACT) \*

Many of my marine biology students have gone on to major in Biology and I attribute some of that to this trip. A similar trip encouraged me to explore Marine Biology, and I am confident that it does the same for some of my De Anza students. And even if students don't go into Marine Biology, this course fulfills a general education requirement, and they have at least been exposed to marine life in a fun and interactive way.

24. What opportunities does your program offer for students to develop leadership skills and engage in civic activities or advocacy? (IMPACT) \*

For students who have taken the course, they can take a Special Projects in Biology Education course with me (Biology 87) in a subsequent quarter, which is designed in part to develop leadership skills. These students also come on the camping trip and help out with it.

Objectives of Biology 87:

1. Deepen and broaden the student's understanding of research in marine biology
2. Deepen and broaden the student's understanding of fieldwork and data collection in marine biology.
3. Give the student the opportunity to produce their own educational lab activity involving fieldwork and data collection.
4. Give the student the opportunity to improve leadership and communication skills by providing guidance to current students in marine biology.

Field trips in the course are used to advertise and encourage volunteering at the various sites we visit (the Monterey Bay Aquarium, Don Edwards Wildlife Refuge, UC Natural Reserve System), which can increase students' civic engagement.

25. How does your program support and promote student participation in co-curricular or extracurricular activities to enhance their overall college experience? (IMPACT) \*

This camping trip experience at a UC Reserve and exposure to research at a UC facility allows the students to participate in an activity above and beyond what is taught in a classroom. It also allows for significant interaction with other students in the course, faculty members, researchers at the UC Reserve and the Reserve director, as well as providing a sample of what a career in marine biology looks like. All this enhances students' overall college experience.

Experiences like this are rare for community college students and are much more common for CSU or UC marine biology students. For a low cost, De Anza is able to provide a memorable experience that can also help better prepare them for further study and similar experiences at their future university.

A trip like this changed my life when I was an undergraduate. It helped to lead me to the career that I'm passionate about. DASG's funding will provide this same opportunity for so many others.

26. How does your program contribute to improving student retention by enhancing the quality of education and student engagement at De Anza College? (IMPACT) \*

My teaching career has reinforced that students learn in different ways. For many students, a practical and out-of-the classroom opportunity can be the experience that helps content taught in the classroom come alive. In these trips, students from diverse backgrounds work on projects together, discovering and encountering life from the smallest of invertebrates in the intertidal to massive marine mammals on the beach. Students learn collaboratively and independently. The trip brings people together. The community that this trip is unique and important--enhancing the quality of education and student engagement at our college.

Perhaps a student on this trip is inspired to go into science (as I was so many years ago on a similar trip). Or maybe knowledge of marine creatures from this experience gives them a broader perspective on life and how we need to protect these habitats for future generations. Or maybe they simply get to know a fellow De Anza student who expands their perspectives and provides a positive impact on their life. All of these probabilities enhance the educational experience and engagement for students who take part.

27. How does your program promote and ensure accessibility, equity, and inclusion for students from diverse backgrounds? (DEI) \*

This trip is unique in that it is equivalent to the experience that CSU and UC marine biology students experience--at a fraction of the cost. We camp at a UC reserve, which gives the students exposure to research at a UC facility. One of the most important aspects of trips, and what your funding helps to provide, is to have this experience be the same for all students, regardless of their financial status. Students can attend regardless of whether they have camping gear, camping experience, or financial resources. This is thanks to your funding. All students enrolled in my Marine Biology course can participate--that is accessibility, equity, and inclusion in action.

These trips also promote inclusion without significant external influence. Inclusion happens on these trips 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. Every year, I'm encouraged to see students on their very first camping trip engage with more seasoned campers. This camping trip encourages us to all work together to create an amazing collective hands-on learning experience.

This experience complements three other daytime field trips, including a free visit to the Monterey Bay Aquarium (which has a high entry fee, but offers free admission for college students in groups). Keeping these trips free is critical, as they are important out-of-the-classroom learning opportunities that should be available to everyone. At the same time, I understand that with students' busy schedules, sometimes attending a field trip like this could be a burden and so I therefore make the experiences optional.

28. What steps does your program take to incorporate environmentally sustainable practices in its operations or events? (ES) \*

The UC Reserve promotes sustainability and our food purchases reflect that policy. We don't purchase "single-serve" items and we recycle all recyclables.

29. Attach any other relevant documents

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No answer provided.

Requester, Budgeter and Administrator Information

The Requester is the person completing this request form. The Requester and Budgeter are usually the same person but may be different.

For DASG Accounts, the Budgeter is the person directly responsible for managing the account for the program and their Administrator is the person overseeing them in relation to the DASG Account.

**The Budgeter and Administrator cannot be the same person.**

**Signatures that are Required for Utilizing Funds**

All future financial documents, forms, requests, requisitions require the signature of the Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account. The Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account shall sign designating it as 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.**

30. Are the Requester and Budgeter the same person? \*

Yes

No

31. **Budgeter's Name** \*

Jason Bram

32. Budgeter's Email Address \*

bramjason@deanza.edu

33. Budgeter's Phone Number \*

408-864-8654

34. Budgeter's Relationship to Project \*

Marine Biology Instructor

35. Budgeter's Position on Campus \*

Faculty Member

36. **Administrator's Name** \*

Dr. Anita Muthyala-Kandula

37. Administrator's Email Address \*

kandulaanita@deanza.edu

38. Administrator's Phone Number \*

408-864-8773

39. Administrator's Relationship to Project \*

BHES division dean

40. Administrator's Position on Campus \*

Administration/Dean