

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Environmental Studies	STEMPS	E. Harpell and M. Ansell

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Given today's social, political, and economic focus on living and working sustainably, we can best meet the needs of a growing group of students by offering multi-disciplinary transfer-oriented programs including an AS in Environmental Studies and an AS in Environmental Science. By offering these majors at Las Positas College, we

will better serve the needs of transfer students and also attract and retain prospective students within the community.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Environmental Studies Program is integral to the Mission of Las Positas College. The Environmental Studies Program strives to be a high-quality, comprehensive educational program that will foster growth and success, both in its students and in its community. Our Program mission parallels the College mission: we serve and support students for completion of transfer, degree, career-technical, and retraining goals. Even as small as the program already is, the Program has already served the needs of transfer, degree, career-technical and retraining students and strives to expand this success.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES

NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES

NO

If yes, please describe briefly what new curriculum is planned.

We plan to offer a 1.0 unit laboratory class to allow students who are taking EVST 5 as their physical science course to meet physical science laboratory transfer requirements for

UC/CSU transfer.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES

NO

If yes, please describe briefly what new initiatives are planned.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
1	1	1

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

The EVST course has been assessed every semester that it has been taught (once per year).

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
2	2	2

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The full time instructors involved in EVST meet regularly to discuss all aspects of the course and major, including SLO's. Email is regularly exchanged and could serve as partial documentation of these discussions.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

We have learned that a large majority of our students have successfully learned how to do a home energy audit. This is a valuable skill that has led to employment for several students and savings in terms of energy and money for many others. We will continue to require that all of our students perform a thoughtful home energy audit and continue to update the state of the art in home energy efficiency.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

We are requesting FTEF so that we can teach more students allowing us to accomplish the SLO described for a larger student population.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

We will continue to assess every course. If we are able to add a lab course, we will develop an SLO for that course and begin assessing it.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

EVST 5 is the only course that is exclusively part of the EVST Program. This course was first offered in Spring 2011 and then again in Spring 2012. In the Spring of 2011 the course had an 85% success rate and in the Spring of 2012 the course had a 68% success rate with an overall success rate of 77% compared to the campus average of 71%. This success rate compares well with the campus average. We hope to improve the success rate by continuing to encourage attendance with frequent quizzes, class participation, and by engaging the specific interests of our students. In those two semesters, 65% of our students were freshmen. We are succeeding in

introducing the Environmental Studies/Science Program to about 45 students per year. We would like to double the number of students served per year by adding a second section.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

N/A, see part A

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (e.g.: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

EVST 5 has been full every time it has been offered and we are confident that there is sufficient interest to justify a second section per year and a lab.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

0.20 FTEF

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

The total FTEF for 2011-2012 is the same.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

Given sufficient FTEF allocation, We will offer a section of EVST 5 in the Spring in addition to the current Fall offering. This will allow students within the Environmental studies and Environmental Sciences major to better meet their scheduling needs and transfer within the two year target window.

Will also plan to offer a laboratory course to accompany the EVST 5 class. This laboratory class is necessary to reduce the burden on transferring students who are taking EVST, allowing them to fulfill both the physical science class and laboratory class requirements.

--

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
0.2	0.2	100%

* If your program consists of multiple rubrics (e.g.: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0			
regular hourly classified staff**	0			
student assistants	0			

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

To adequately implement the EVST laboratory, we need laboratory support for time period approximately equal to the duration of the lab: 3 hrs/week for one semester per year. Also, we would like to increase the number of sections of EVST 5 offered per year from 1 to 2. Together, this will require an FTEF increase from 0.2 to 0.576

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

We would like to request an increase in staff development funding to allow EVST faculty to attend one conference per year in Environmental Studies and/or Environmental Sciences. Since staff development funds have been limited to \$300 or less per event, there is currently only funding for one conference per year. Unfortunately, EVST faculty are also full time instructors in Physics and Chemistry and typically require the \$300 stipend to attend one conference per year in these specializations. It would be much appreciated if staff development funding can help faculty attend these meetings, especially when locally held and not much travel expenses are required. An additional \$600 per year would allow both full time faculty to attend one conference in Environmental Studies and/or Environmental Science.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

We will need to purchase equipment for approximately 10 experiments for the EVST laboratory. We anticipate both a project based, and traditional laboratory based approach to minimize cost and maximize learning. Although some of the equipment will be drawn from existing chemistry and physics laboratory material, new purchase will be required. For the first year, a minimum of \$2000 in new materials will be required. Thereafter, we will request a budget of \$500/year.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

We will need access to a laboratory room in the science building for 3 hours per week, one semester per year to conduct the Environmental Science laboratory. This does not need to be a dedicated classroom. It can be shared with other science laboratories without modification.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If **yes**, please briefly describe amount and general uses.

There is currently no supply or maintenance budget for Environmental Studies and/or Environmental Science. We propose a budget to \$500/year to be re-evaluated in two years.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If **yes**, briefly describe. Provide any data which support these needs.

As mentioned, funding for the EVST laboratory equipment, funds to attend conferences, and a 3.5% share of time for laboratory technician/science specialist.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

Although both Environmental Studies and Environmental Science are fully sanctioned majors and programs, there is no budget and no FTEF allocated for them at Las Positas College. We ask that the FTEF of .576 per year, and a budget of \$500 per year be instituted as soon as possible. Currently, the .2 FTEF comes at the expense of the overall Physics/Astronomy allocation.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

This program was founded in 2011, so there was not a previous Program Review. However, we have accomplished a great deal in terms of developing two degrees (Environmental Studies and Environmental Science). We have successfully developed and offered the flagship course (EVST 5) four times. It is a successful and popular class that

ties together the interests of a strong and growing group of students.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

- Establish FTEF allocation for EVST, and EVSCI that is separate from Astro/Physics and Chemistry for all EVST and EVSCI sections.
- Increase current FTEF allocation from 0.2/year to 0.576/year to offer an additional section of EVST 5 per year, and institute an 1.0 unit EVST lab class to be taught once per year.
- Establish a yearly equipment and supply budget for EVST and EVSCI
- Secure one-time funding for the development of the EVST laboratory course
- Work with other departments to coordinate and create specific courses to better serve our transferring Environmental studies and Environmental Science students such as:
 - Ecology
 - Environmental Chemistry
 - Environmental Ethics
 - Environmental Policy
 - Environmental Geology
 - Humanities: Nature and Culture

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Currently the Environmental Studies Major includes a number of courses that are quite general in scope and do not necessarily address environmental issues and concepts. Students will be better served by the creation of specific courses as mentioned above.

Otherwise, our requested increase in FTEF, an ongoing budget, the creation of a laboratory class, laboratory technician time, and start-up funding for the environmental studies laboratory will benefit students by creating an efficient,

effective, high quality and major specific transfer pathway to CSU and UC.
Changes of this magnitude will clearly go well beyond 2014-15.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Environmental Studies	STEMPS	E. Harpell and M. Ansell

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Create FTEF Allocation	yes		Quantity of FTEF	Financial	FTEF	Enrollment management
2	1	Create Program budget for EVST	yes		Dollars allocated	Financial	Budget Allocation	Click here to enter text.
3	1	Secure start up funding for EVST Lab	yes		Dollars allocated	Financial	Budget Allocation	Click here to enter text.
4	1	Develop EVST Lab Curriculum	yes		Course is approved and offered	financial	FTEF and budget allocation	Curriculum
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.