De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Environmental Studies and Science |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The mission of the ES/ESCI Department is to provide students with a diverse offering of classes that meet the transfer needs of students, prepare students for careers in industry and make them aware, knowledgeable, and strong stewards of the planet and the environment. We engage students in the study of climate change, energy management, resource management, pollution prevention and biodiversity. Our goal is to create and grow awareness and advocacy for protecting the environment and the health of the ecosystem that supports life on earth. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | College Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical/Vocational |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 26 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 0 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 9 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | The number of degrees awarded has decreased over the past two years. This may be due to the impacts of the coronavirus pandemic. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | Currently there is no ADT, AA, or AS in Environmental Sciences. Creation of degrees in these areas to provide support to students who are interested in pursuing transfer would open up opportunity for increase awards. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | **Environmental Resource Management & Pollution Prevention (ERM&P2) CTE Program**  Perkins Core Indicators: For the ERM&P2 program, all core indicators are successfully above corresponding negotiated levels per the latest Perkins Core Indicator Report (2022-2023). This has been the case (the Program exceeding all negotiated levels) for the previous six years running. The highest level of success (exceedence over negotiated levels) is seen in Core Indicator 3, Nontraditional Program Enrollment.  SWP Outcomes Metrics: Only a limited amount of older (2018-2019) data is currently available on the Launchboard for Environmental Technology, the TOP Code under which the ERM&P2 program falls. Alternatively, one can point to the fact that the ERM&P2 program was awarded a Strong Workforce STAR (which recognizes excellence in student outcomes among CTE programs) in both 2017 and 2018 (unfortunately, the STAR program was discontinued after 2018). |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | **Environmental Resource Management & Pollution Prevention (ERM&P2) CTE Program**  Labor Market/Industry Trends (ERM&P2 Program): Continued growth is seen in air & water quality, water resources, recycling & waste management, hazardous materials management, land use planning & redevelopment, and climate change mitigation & adaptation, driven by government mandates & economic opportunities, especially at the state level. Trends affect both curriculum (content & course offerings) and enrollment management (number of course sections offered).  Advisory Board Input/Recommendations (ERM&P2 Program): Monitor roll-out of the new ERM&P2 lab course (ES 61L). Make adjustments as necessary/warranted. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | ESCI = 5.3  ES = 4.0 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | ESCI = 13.1%  ES = 48.1% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 1 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | No Change |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Last three years:  Using the data provided enrollment in ESCI has remained fairly steady, with a slight increase in 2019-2020. Over the 5 year period, the decrease in sections over the period is 19.2% , which could impact overall enrollment due to lack of availability of classes. ES shows similar trends in enrollment, with 2019-2020 slightly higher than the prior and following years.  Faculty are currently working to assess our new post covid teaching environment to create strategies for increasing enrollment. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | ES/ESCI Enrollment of Targeted Populations is similar to, and tracks that of the College.  De Anza College  African American: ESCI 4%; ES 3%  Filipinx: ESCI 7%; ES 6%  Latinx: ESCI 24%; ES 25%  Pacific Islander: ESCI 1%; ES 1%  Enrolment trends in all groups are flat. There is very little difference between ESCI and ES from year to year. There is also only a small percent change between academic years. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Overall Student success  ESCI – Over the past three years the success rate has decreased slightly (1%-4%) most likely due to the impacts of Coronavirus and faculty decrease.  ES – Overall success rates have slightly increased (2%) in the past three years for the ES area. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | 1. According to the reports, the ES/ESCI department show a disproportionate impact in African American, Latinx, and Low-income students for both Environmental Science and Environmental Studies like that of the college. 2. The data indicates that the department aligns with the college in negatively impacting disproportionally impacted student groups. |
| II.E. | Changes Imposed by Internal/External Regulations | 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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The department was severely impacted due to the coronavirus pandemic and the policies that changes because of it. Students, faculty, and staff were not able to access the resources that are provided at the Kirsch Center building and surrounding gardens on campus. The building houses the ES/ESCI department and the Stewardship Resource Center. It is an important tool for learning for our students. The area also contains the gardens (Monarch Butterfly conservation area and food gardens). In addition, the Cheeseman Environmental Studies area has been impacted, both by closure and lack of maintenance. Since the pandemic limited face to face in field settings our hands on labs and class activities, an important component to faculty pedagogy, were non-existent. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Faculty and staff in our department do their best to support all students in need. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | During the 2020-2021 academic year faculty collaborated with the Equity division by Environmental Science was offering ESCI 1 as a course for the First Year Experience program. This was the first science course offered in the cohort program designed to support underserved student populations. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Not at this time. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | It would benefit the ES/ESCI department to have some coaching/consultation from the equity office to support lessoning the equity gap that was identified in the disproportionate impact report. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | None. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Unsure at this time. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) 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. | The growth in enrollment and student awards in our three CTE programs has allowed for greater access to State Strong Workforce funding. The increase in spending budgets to support CTE lab classes has improved the quality of those labs, allowing students to use tools they would use in a real workplace setting. This has resulted in higher levels of student success and retention. Additionally, graduating students are finding careers shortly after earning a certificate or degree due to the increased skills and expertise they’re receiving. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Increased funding to enhance student learning with tools and equipment in our CTE classes and labs has increased enrollment in each of our three programs. The number of students declaring majors or educational focus in our CTE programs continues to grow as we are able to purchase state of the art tools that track technology trends in the workplace. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | One faculty replacement position needed in ESCI. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The decrease in full-time faculty overtime has had an impact on enrollment as FT faculty have the time to develop ties within the campus and at large to help with enrollment, retention and success of students. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None needed unless vacancy occurs. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | The inability to replace the current ES/ESCI Staff position would have a significant negative impact on the ability to maintain and grow the Cheeseman ESA as a key student learning asset. This would negatively impact enrollment and student success rates in our ES and ESCI classes‐ especially lab classes. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | N/A |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The ES/ESCI department are committed to their goals of decreasing the equity gap and increasing student success, meeting the transfer needs of students, preparing students for careers in Energy Management and Building Science and Environmental Resource Management and Pollution Prevention and educating all our students to be strong stewards for environmental issues. |
|  | Submitted by: | APRU writer’s name | Alicia De Toro |
|  | Last Updated: | Give date of latest update | 5/20/22 |