I. Program Description

A.   What is the primary mission of your program (check all that apply):

☐	Basic Skills	☐	Cultural and Personal Enrichment
X	Transfer	☐	Academic Support/Learning Resources
X	Career/Technical		

B.   Program Description

1   If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.
   http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm. CTE programs also refer to M Bdzil report (will be on IPBT website when she has completed the reports)

11	# Certificate of Achievement
8	# Certificate of Achievement-Advanced
10	# AA, AS Degrees

2   If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below:

   a. How many people are served?

☐	# Students	☐	# Staff
☐	# Faculty		

   b. Number of employees associated with the program?

☐	# Students	☐	# Faculty
☐	# Staff	☐	# Part-time faculty

II. Methods of Evaluation and Assessment

A.   Attach the "Program Review Data Sheet" (refer to: *http://research.fhda.edu/programreview/programreview.htm*   Briefly, address student success data relative to your program by answering the items listed below:

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

   Explanation: Environmental Studies Program Review Data reveal that there has been an increase in the number of underrepresented students for the targeted populations mentioned above for the past three years. Underrepresented student enrollment has continued to increase for each successive year from 07/08 (444 students), 08/09 (617 students), and 09/10 (675 students).

2   Trends related to closing the student equity gap relative to the college's stated goals: (refer to *http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16*)

Explanation: The ES Department course participants represent the diversity of the De Anza College student population. Through our work with VTEA over the past 15 years we have continued to target and serve underrepresented student populations. The ES program review data shows that students from the various ethnic, gender and age groups are enrolling and completing our courses with an overall success rate for all groups of 83% and a 9% nonsuccess rate. Life long learners (from individuals who did not complete high school to entry-level freshman to returning students to students with graduate degrees) are well represented within our programs due to the flexibility in course delivery including:
• mediated learning, video streamed, day/night courses
• intensive 3 day to 3 week course offerings, as well as one unit modules to meet the needs of working students

3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program review, Section III.B, towards decreasing the student equity gap?

Explanation: We continue to provide the following services and teaching and learning strategies for all students with a specific focus on underrepresented student populations as highlighted in our 2008 report; additional strategies have been impletmented and are in parentheses below.
• Tutorial support through our mentorship program
• Provide internship opportunities under the leadership of our faculty and staff (the ES Department team continues to develop partnerships and opportunities for student interships and community and civic engagement in pollution prevention, energy management, and wildlife corridor technology/environmental stewardship)
• Focus on effective learning strategies including note-taking, journal writing, and group presentations in all our classes
• Recording student presentations for student to review for future group work
• We provide ES 1 and ESCI 19 student packets which include effective learning strategies for students -goes to over 600 students per year- (new ESCI 1 student packet provided to approximately 500 students per year)
• Teach ES 55, Effective Learning Strategies course, to our students (Effective Learning Strategies have now been incorporated into all entry level and many of our majors courses)
• Provide internship opportunities to students where they collect, record and analyze field data on biodiversity projects as well as energy management (Environmental Compliance/Pollution Prevention and WCT/Environmental Stewardship now provide hands on clinical field experiences and internships for students; five new energy management hands on lab courses have been approved by curriculum committee)
• Provide assignments in energy-related courses including energy auditing and analysis which exposes students to applied use of math and related disciplines (Course revisions and additions have occurred for 2011/2012 WCT/Environmental Stewardship and the Environmental Complliance/Pollution Prevention which incorporate community and civic engagements)

4 Overall enrollment growth or decline of all student populations

Explanation: The ES Department continues to increase from 2,998 students in 07/08 to 3,777 students in 08/09 to 4,587 students in 09/10 representing a 50% increase from 2007 thru 2010.

B. Did your program implement any curriculum, program reorganization, etc. changes 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?

Change: The ES Department added five hands on laboratory courses to the energy management certificates and degree program, revised the WCT/Environmental Stewardship courses, certificates, and degree program, and revised the Environmental Compliance/Pollution Prevention certificates and degree programs to further our commitment to excellence, support of innovation, and continued service to the local community.

Explanation: The changes coincide with De Anza College's mission statement by continuing to engage students in courses and programs that encourage and enhance their knowledge, skills and attitudes which are aligned with the college's Institutional Core Competencies of communication and expression, information literacy, physical/mental wellness and personal responsibility, global, cultural, social and environmental awareness, and critical thinking.

C. Based on the 2008 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.

Explanation: The college has hired two new faculty which will allow us to meet the chllenges of our substantial growth in students. The new ES faculty, working with our existing faculty, will now be able to focus more time and energy asisting more students in completing the three ES certifate and degree programs and one transfer program. The additional trained faculty will be invaluable in furthering student outreach, retention and completion.

D.   Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics . . . refer to M Bdzil report. (*It will be on IPBT website when she has completed the reports)* Identify any significant trends that may affect your program relative to:
1. Curriculum content, scheduling of services or courses
2. Future plans for your program e.g. enrollment management plans?

☐ No significant change, mark this box

Impact: Statewide employment projections for Environmental protection and conservation technicians will be strong, with 570 annual openings in California for the period 2008 thru 2018. It is expected that the employment opportunities for individuals with these skill sets will continue to grow as public and private organizations implement environmental protection regulations.

Explanation: In addition to M Bdzil's Dept of Lab report the ES Dept has been compiling data on possible career opportunities and positions for our four degree and certification areas. Specifically we have major lists of job descriptions in the areas of government (local, regional, state, national, and international), business, institutional, and non-profit organizations. Additionaly our ES careers expert has compiled a list of approximately 100 green career websites.

E. Career Technical Education (CTE), provide recommendations 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.

☐ No significant change, mark this box

Impact: The three CTE advisory boards made minor recommendations in our Fall 2010 and Winter 2011 meetings.

Explanation: Some of the positive imput from the advisory boards were suggestions for providing additional paid internships for ES students in our four program areas, creating a green jobs professionals shadowing program, increased marketing and outreach in our communities to business and industry, non-profit organizations, governmental agencies, and institutions, and further defining the Environmental Protection and Conservation Technicians role and importance in the 21st century.

III.

Select IIIA or IIIB below: (Note instructions and materials for this section will be given at the March 11 and 16th workshops, see www.deanza.edu/slo "Closing the loop . . . " Contact SLO Coordinators: MaryPape or Tono Ramirez for more information

A. For programs whose PLOs primarily align to the ICCs: Attach the 2010-11 "PLO to ICC Matching sheets(s) and "PLO Assessment Planning Calendar sheet(s)

1   Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

☐ course-embedded   ☐ surveys

Other, describe here: Asessment process will begin during the 2011-2012 academic year and beyond.

2   Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*) What percentage of courses that should undergo a SLOAC process are:

☐ NA |3| complete |66| in progress |31| scheduled to be assessed

3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Our full time faculty are committed to the SLOAC process and are working hard to determine how to manage the process.

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	Plan/enhancement:
summarize result:	Plan/enhancement:

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "PLO to Strategic Initiative Matching sheets(s) and "PLO Assessment Planning Calendar sheet(s):

1   Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

☐ course-embedded   ☐ surveys

Other, describe here:

2   Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*) What percentage of courses that should undergo a SLOAC process are:

☐ NA   ☐ complete |100%| in progress   ☐ scheduled to be assessed

3   Below, briefly describe the level of engagement by your program staff and facultywith the outcomes assessment process (SLOAC, SSLOAC) since last year?

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	Plan/enhancement:
summarize result:	Plan/enhancement:

summarize result:	Plan/enhancement:

IV   **Attach 2008 Comprehensive Program Review Budget Data Form add a column that lists the amounts allocated for the 2010-11 academic year.**

Department Summary

V.   Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A.   Please submit up to three **faculty** and/or **staff** requests below in ranked order: (copy this section as needed)

Item #	Staff	replacement/growth	Growth

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals:

Statement: Lack of staff support for the Stewardship Resource Center. This area serves over 500 students per quarter. There is no staff support; student needs are met by student mentors. The Stewardship Resource Center is open from 9 am to 8:30 pm or later, depending on the daily closing time for the Kirsch Center.

2 Hilight FTE, PT/FTE ratios, and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program:

Student success and retention, program growth, and present and future career trends.

A.   Please submit up to three **faculty** and/or **staff** requests below in ranked order: (copy this section as needed)

Item #	Faculty	replacement/growth	Growth

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals:

The additional faculty request will allow the ES Department to further expand in the fast growing fields of Wildlife Corridor Technology and Environmental Stewardship to meet the present and future demands.

2 Hilight FTE, PT/FTE ratios, and WSCH that support your request below:

5 Full time faculty in the ES Department (2 new positions hired in Fall 2010) and the PT/FTE is a ration of 21:5. Our WSCH has increased from 14,905 in 07/08 to 16,801 in 08/09 to 17,891 in 09/10 demonstrating an increase in almost 3,000 weekly student classroom hours.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 | Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program:

Student success and retention, program growth, and present and future career trends.

B. | As applicable, list your requests for:
materials, "B" Budget, facility refresh, Measure C equipment
(http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf), in prioritized order, with their rational sections below (copy this section as needed, insert and label priority ranking):

Item #	Energy Management and Field Data Collection Equipment	cost est.	Totalling $325,000

2 | How will the addition of this resource enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here: Hands on equipment for new energy management, wildlife corridor technician, and pollution prevention equipment will help in the training of our students.

3 | If applicable, discuss outcome assessment results that support the program need for this resource below:

4 | Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review, CPR, will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria within the next CPR. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program:

Student success and retention, program growth, and present and future career trends.

Dean's Summary

V. | **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. | Please submit up to three **faculty** and/or **staff** requests below in ranked order: (copy this section as needed)

Item #		replacement/growth	
		Department/Program	

1 | In addition to the Department's rationale and from a deans perspective, briefly state below how the addition of this employee will enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or program plans

2 | Address FTE, PT/FTE ratios, and WSCH that support your request below:

[yellow box]

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

[yellow box]

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program:

Criteria:

B.   As applicable, list the Divisions requests for 3 items per area:
       materials, "B" Budget, facility refresh, Measure C equipment
       (http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf), in prioritized order, with their rational sections below (copy this section as needed, insert and label priority ranking):

Item # Discriptio		cost est. Department	

1 From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here:

2 If applicable, discuss outcome assessment results that support the program need for this resource:

[yellow box]

3 Please note: It is an expectation that all resource that are allocated (2 or more years prior to the next comprehensive program review, CPR), will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria within the next CPR. In this light, briefly state some of the criteria you, as a Dean, may use to assess the effect of this additional resource to your program:

Criteria: