

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

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
 2. The planning should be for the academic year 2015-2016.
 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. Please use your program's catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
 4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
 5. 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.
 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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
 8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.
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I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Click here to enter text.

Our SLO is: Students must be able to perform and analyze a home Energy Audit
Our Criteria for success is that 50% of students achieve a score of 3 or above, and 80% of students achieve a score of 2 or above.

Our analysis:

This SLO has been assessed each time the class has been offered. Early results showed that some students were not completing the project. We have reminded them more often in class so that more students have completed the project and that has improved student success.

Our plan for future action:

1. We will continue to assess students for this SLO in all sections.
2. We will continue to insist on the importance of students completing this assessment for their own success in the course.
3. We should develop and assess a second SLO that tests the student's mastery of core concepts in the course. This SLO will consist of a part, or all of the comprehensive final examination.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

N/A

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

There have been no changes in pedagogy as a result of SLO assessment.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

No

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

We discuss this during informal, but frequent department meetings between the instructors involved in teaching EVST 5, and less frequent informal meetings between instructors teaching courses that are required, or optional for the EVST and EVSCI major.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

The two instructors currently teaching the course meet and regularly discuss nearly every aspect of the course.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Our department meetings are usually done without agendas or minutes.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

We cannot analyze 2013-14 because the course was taught in the fall. Data is only for Spring when the class was not offered. We cannot see any significant changes. Fill rates and completion rates remain relatively high and steady.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwgfe	No
2013-14	http://tinyurl.com/q6dah55	Yes

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The program success rate increased in 2013-14. We are on the right track, but small sample size makes the data unpredictable.

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

We will develop curriculum for a lab class to accompany EVST 5. Planning is scheduled to begin in spring of 2015 with a target date for the first lab offering in Spring of 2016.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

NA

E. Other information pertinent to the program

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Plans:
Continue to update material for the course as the world changes. This includes lecture and reading material.
Develop a lab class for Spring 2016
Accomplishments:
Increase the number of sections of EVST 5 from 1 to 2 per year.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

100% have been assessed.

2. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
1	100%

3. What percentage of courses will your program assess in the next academic year (2015-16)?

100%

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
0	NA

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide

any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

We will update course materials, for example, fracking has become a very important part of energy production and electric cars are more abundant. Likewise:

- Carbon Dioxide levels have increased to over 400 ppm, well beyond the 390 ppm level when the course began.
- World population has exceeded 7 billion since the course began.
- Solar energy production on campus and in the community as also increased dramatically.
- The campus now has an active green waste program, and continues its recycling efforts.
- All new buildings on campus are LEED Silver and above.

We plan to continue monitoring real time changes in the local and global environment and integrate them into the classroom.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Submit curriculum for a lab class as soon as time permits.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

A lab class will give students hands-on experience related to lecture topics. This should also allow the class to count towards GE Science with lab. Currently EVST 5 fulfills their physical science requirement. However, they must take another physical science class with a laboratory in order to fulfill the GE science requirement.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

We would like to increase our FTEF from 0.2 last year to 0.4 this year to 0.55 next year including a single lab section.

2. Rationale for request(s).

A lab class will give students hands-on experience related to lecture topics.
This should also allow the class to count towards GE Science with lab.

B. Human Resources

1. Request: New or replacement faculty position(s).

We have no immediate need for a new faculty

2. Rationale for faculty position request(s).

N/A

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

We will need lab technician support in the future if the lab course is approved.

4. Rationale for classified staff position request(s).

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

We have not had a supply budget in the past, but will need a supply budget if the lab course is approved.

2. Rationale for financial request(s).

We will need some supplies and equipment.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

NA at this time

2. Rationale for technology request(s).

NA

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

NA

2. Rationale for facilities request(s).

3. Request: Upgrading of existing equipment or purchase of new equipment.

4. Rationale for equipment request(s).

5. Request: New supplies

Not clear until further planning of the lab class.

6. Rationale for supplies request(s).

NA