Program: Environmental Studies and Environmental Science

Division: MSEPS

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data

The EVST Program went from 0.2 FTEF per year to 0.4 FTEF per year in the fall of 2014.   That means one section of EVST 5 per semester instead of only one per year from 2010-2014. The classes have continued to remain full or very close to it.

- We reviewed the data from the OIR and noticed no glaring changes to our course success and retention data and demographics compared to last year's data. We continue to have high productivity (about 600 WSCH/FTEF) and high completion and success rates.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how?

We are continuing to develop a lab course to accompany EVST 5 and have started the CNET process.
We have continued to fill two sections per year, one per semester.
When the lab course is approved, we plan to offer one section per year.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

- There is no data regarding degrees. According to the OIR no students have obtained degrees since the degree became available in Fall 2015.
- Students have received internships including Living Arroyos and several students have transferred to programs at 4 year Universities.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

There is a lack of coordination between other instructors in other programs focused on EVST or Environmental Science that also feed into these degrees. These are not only across disciplines, but across various divisions.

There is not a full time instructor dedicated to this program as their primary responsibility. Several of us have contributed as a secondary program.

The field of Environmental Studies changes dramatically from year to year. We have had to change many of our assumptions and conclusions each time we teach the class.

LPC has approved the transition from Blackboard to Canvas. Our course makes extensive use of Blackboard and this will be important transition. Training and faculty support will be needed.

We also rely on the LPC Library for research support and they will need a reliable source of funding.

E. What are your most important plans (either new or continuing) for next year?

Our most important plans address the challenges and obstacles listed above:

1) We need to update the 6 year-old course outline for EVST 5.
2) We need to update the Environmental Studies and Environmental. Science degrees to update incorrect course descriptors.
3) Complete the course outline for an EVST lab course and submit for approval.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2016-17 [May be updated]*
> 1. *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> 2. *Provide necessary institutional support for curriculum development and maintenance*
> 3. *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
> 4. *Expand tutoring services to meet demand and support student success in Basic* Skills, CTE and Transfer courses.

Toward Priorities 1 and 3: Plan 1 above

Toward Priority 2: Plans 1 to 3 above.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? __ __yes __v___no

(This data can be found here: [link to be added August 2016])

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

Due to small sample size of one class per semester, we expect variation from one semester to the next. There was also a new instructor last fall with different expectations.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples).

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

(Instructional Programs Only)

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: EVST 5
Students must be able to perform and analyze a home Energy Audit.
Describe the quantitative or qualitative results: 80% of ours students demonstrated competency and 74% demonstrated mastery.
Discuss any actions taken so far (and results, if known): We have clarified the assignment so that more students will achieve mastery.
Discuss your action plan for the future: We are very satisfied with the assignment and with student success. It will be used as a model for future SLO's.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Chemistry AS and Chemistry Education AA
Program SLO:
1. Students must be able to perform and analyze a home Energy Audit.
Describe the quantitative or qualitative results: 80% of our students demonstrated competency and 74% demonstrated mastery.
Discuss any actions taken so far (and results, if known):   None necessary as expected outcomes have been achieved.
Discuss your action plan for the future: We are exploring the idea of adding course SLO's and a program SLO that measure proficiency that correlates with other major assessments.

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: **Environmental Science**																	
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**																
	EVST 5																
1. Students must be able to perform and analyze a home Energy Audit.	X																
3.																	
4.																	
5.																	
6.																	

Degree or Certificate: **Environmental Studies**																	
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**																
	EVST 5																
1. Students must be able to perform and analyze a home Energy Audit.	X																
2.																	
3.																	
4.																	
5.																	
6.																	

1. Did you make any changes to your existing mapping? (circle one)

Yes   **(No)**   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

N/A

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?

   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?