Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: pappemary@fhda.edu if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.**  |  **? Trac Dat Help button will reveal** **(sorry no hyperlinks)** |
|  I.ADepartment Name: | Environmental Studies Department |  |
| I.A Program Mission Statement: |  The Mission of the Environmental Studies/Science Department at De Anza College is to provide students with a scientific foundation including the natural sciences, life sciences, environmental studies, including an environmental stewardship foundation, knowledge of ecological, social and economic concepts, environmental ethics, social justice, global citizenship, leadership, and an awareness of their roles within a sustainable, just, and equitable society.Our department is known for its excellence in achieving the core competencies of De Anza College. The Environmental Science and Studies Department cultivates an inclusive and student success driven learning community to inspire students to be directed, focused, nurtured, engaged, and valued. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, Community and Civic Engagement |
| I.B.1 Choose a secondary mission of your program. | Career/Technical | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, Community and Civic Engagement |
| I.B.1 Number of Certificates of Achievement Awarded | **8** | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <http://deanza.fhda.edu/ir/AwardsbyDivision.html> Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: | **11; 8 + 3 certificate of proficiency** | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: | **18** | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served |  |  Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |

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| II.A.1-Growth and Decline of targeted student populations | For the past 3 years, including 2012/2013, we have exceeded the De Anza College’s 60% target by an average of 15%. The ES Department’s overriding concern is whether we can continue to meet and exceed our high goals and achievements in the future without filling our **vacant full-time faculty position** and increasing additional full-time faculty and staff.  | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |
| II.A.2 Trends in equity gap: | The ES Department continues to strive to close the equity gap. For the past 3 years, we have exceeded De Anza College’s 60% target. For example our percentages were the following in yearly consecutive order from 2010-2013 ; our African American student success rate was 70%, 71%, 68%, our Filipino success rate was 78%, 83%, 70%, our Latino/a student success rate was 77%, 75%, 76%, our Native American 84%, 86%, 77% and our Pacific Islander success rate was 62%, 68%, 85%. Overall the ES Department is at 74% and significantly exceeds the college success rate of 68% by targeted ethnic groups. The ES Department works diligently and closely with all students to ensure equity, inclusiveness, and to maximize retention and success rates. | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | Though we have exceeded De Anza College’s target rate of 60% by an average of 15%, we continue to strive to further our success and equity. To continue reach these goals additional resources are necessary with the addition of full-time faculty positions. California Community Colleges are required to maintain a 75/25 percentage ratio of full time to part time faculty. However, the ES Department’s full-time to part-time ratio is lower than De Anza College’s average. For example De Anza College’s percentages of full-time (including overload percent) to part-time ratios were the following in yearly consecutive order from 2010-2013: 51% to 49%, 49% to 50%, 49% to 51%. The ES Department’s ratios are 41% to 59% in 2010-2011, 45% to 56% in 2011-2012, and 39% to 62% in 2012-2013. In other words, the ES Department compared to De Anza College had 10% less than full-time faculty in 2010-2011, 4% less in 2011-2012 and 10% in 2012-2013.  | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.Plan if success rate of program is below 60% | The success rate of the ES Department exceeds the target of the College’s 60% in the following manner: 83% in 2010-2011, 83% in 2011-2012 and 81% in 2012-2013.  | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | To reiterate, for the past 3 years, including 2012/2013, we have exceeded the De Anza College’s 60% target by an average of 15%. The ES Department’s overriding concern is whether we can continue to meet and exceed our high goals and achievements in the future without filling our **vacant full-time faculty position** and increasing additional full-time faculty and staff. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | The resources needed to reach the institutional standard are the following: 1) to fill our **full-time vacant faculty position**, 2) hire an additional full-time faculty position and 3) acquire a full-time staff member that would oversee our student mentors and assist in outreach and other coordination efforts.  | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | Our overall enrollment has increased by nearly 10% over the past two years, increasing from 4589 students in 2010-11 to 5013 in 2012-13. Our unduplicated headcount has increased even higher, by over 20%, going from 2660 students in 2010-11 to 3198 in 2012-13. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations  | No changes were imposed by either internal or external regulations.The ES Department has not been advised of any environmental regulations/changes that would affect our curriculum. | 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, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” | We have streamlined our programs to three degree/certificate areas (from four). We are reviewing our Energy Management and Building Science degree/certificate area with a goal of making it more robust; current enrollment indicates strong interest in the certificates and the full degree. | Based on the 2008-09 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. |
| II. D CTE Programs: Impact of External Trends: | The ES Department does not anticipate, at this time, the need for curriculum changes for our CTE programs due to external trends. The green technology career pathways are increasing state-wide and are influenced by such factors as climate change (i.e., our current drought) innovation in Silicon Valley with respect to vehicle production, alternative fuels, etc.  | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |
| II. E CTE Programs: Advisory Board Input: | The Environmental Resource Management and Pollution Prevention CTE program has been revamped and the new curriculum is being rolled out in 2013-14 academic year.The Environmental Resource Management and Pollution Prevention Advisory Board recommended exploring avenues that will provide extensive interactive student-oriented information that will link to the ES Department website and provide students with relevant internship, community service and career information. The ES department has compiled these resources and these resources can be made available to students, faculty and staff for dissemination. | 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. |
| III.A. 1 PLOAC Summary | 1% - We are undergoing the process for the mandatory assessment and plan to have this completed by the end of this Spring 2014.  | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | None | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | =(13/127)\*100 = 10% Though we have been very diligent about our SLO count and to some extent our Phase II work, our Phase III needs work. We are undergoing the process for the mandatory assessment and plan to have this completed by the end of this Spring 2014. | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | None | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | The Environmental Studies B budget is extremely low for the enrollment population being served in our program. This budget is not meeting the needs of the Environmental Studies program. In addition the loss of materials fees would have had an impact for us.  | Assess the impact of external or internal funding trends 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.  |
| IV.B Enrollment Trends | Although The ES department has shown strong growth, **the loss of a Full Time faculty member** and the need for more staff support will impact our ability to continue to show strong growth in the years ahead. | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | One replacement full-time faculty due to vacancy; one full-time faculty position needed due to growth  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | The ES Department enrollment has increased in the last 3 years 2010-2013, in the following manner: 2010-2011 4,589 students, 2011-2012 4,976 students, and 2012-2013 5,013 students. Our increased percentage was .7 % overall. We have seen the **loss of 1 full-time faculty position** due to retirement. The loss of this faculty position has negatively impacted the ES Department. As our enrollment trend continues to move upward the need for increased resources has become even more critical. Our inability to fill the position has seriously impaired our ability to serve the increasing student demands. | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed | Acquire a full-time staff member that would oversee our student mentors and assist in outreach and other coordination efforts.  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless VacancyOnly make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.  |
| V. A.4 Equipment Request  | Measure C money that was allocated for the VOD (Video on Demand) system upgrade for KC113 in the KCES building needs to move to the purchase and procurement stage. $48K of our measure C funds is needed to get the KC113 recording classroom up to current standards for optimum productivity to establish technology resources in the classroom environment. | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested  |
| V. A.5 Equipment Title and Description, Quantity |

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| LCD Screen for KC 209 |
| GIS Server for Wildlife Science Technician Program |
| Garmin GPSMAP 60CSx Handheld GPS Navigator |
| Garmin Rhino 530 HCx 2-way Radio with GPS/FRS/GMRS |
| Weather Station |
| Tracking Stations in Cheeseman ESA |
| Solar Pathfinders |
| Solmetric SunEye for PV Classes |
| District Standard Scanners |
| Video Cameras |
| External Microphones for Video Cameras |
| Digital Cameras |
| Speakers, portable, indoor/outdoor |
| Microphones, portable |
| Microphone replacement parts |
| Projectors, portable |
| Raid Storage System |
| Fibre-Channel Adapter |
| VOD Server Content Management Software |
| HD Set-top Box |
| Live Streaming Encoder |
| VOD Server Setup and System Installation |
| Shipping Charges |

 | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | The equipment requests will be used by faculty for the benefit of all students taking classes through the E.S. program in the Kirsch Center, as we transition to bringing more technology into the classroom and making virtual assignments more available especially to targeted populations including the non-ambulatory student and those with other disabilities. This request ties directly to the Mission Statement of the College: We will provide support in six key factors of student success. Our students will be:* *Directed*, with a goal and the knowledge of how to achieve it.
* *Focused*, staying on track to achieve that goal.
* *Nurtured*, feeling that we want to, and do, help them to succeed.
* *Engaged*, actively participating in class and extracurricular activities.
* *Connected,* feeling that they are part of the college community.
* *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.\*

The existing equipment in KC 113 is already outdated and is operational through the Technology Resources Dept loaned equipment. It is anticipated that the equipment upgrades will last 5 - 7 years. Additional equipment is needed to support the Wildlife Science Technician and Energy Management & Building Sciences Programs. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.  |
| V. A.7 Facility Request | Classroom divider for KC 115. This divider was originally specified in the design phase of the Kirsch Center. It was envisioned that the 100 seat classroom could be divided to provide classroom space for two 50-seat classes. This would provide flexibility and added classroom space for additional class sections. This request would also include an additional smart teaching console and projection screen. This would be a renovation project. | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification | None | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | N/A | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | N/A | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  |
| V.B.3 Future plans | The ES Department will continue: to monitor student enrollment and course completion rates, our positive work on equity, and increase student access to our programs, degrees and certificates. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Kristin Sullivansullivankristin@fhda.edu | APRU writer’s name, email address, phone ext. |
| Last Updated: | April 2014 | Give date of latest update (Set next box to YES when done and ready for Dean review). |