

Note: revisions have been highlighted. 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 APRU on TracDat. Save this word doc in the following format: s12apru_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: leewheatcoleen@deanza.edu if you have questions.

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.A Department Name:	Environmental Studies Department	
Program Mission Statement:	The Mission of the Environmental Studies Department at De Anza College is to provide students with an environmental stewardship foundation, knowledge of ecological, social and economic concepts, and an awareness of their roles within a sustainable society.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career/Technical	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	13	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	8	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html

		leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	12	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	N/A	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
Academic Services and LR: # Student Served	N/A	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
Academic Services and LR: # Staff Served	N/A	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
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At this time only a numerical response will be

		accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	The ES Department Retention % has been steady since our last major program review in 2008/2009 at 92%. This demonstrates that our classroom strategies to enhance the learning experience from small group work, variety of activities, community-based learning case studies and teamwork is working in a facility that models energy efficiency, and resource conservation and stewardship is working! The Cheeseman ESA has provided an incredible outdoor learning experience for our students with a hands-on approach to the sciences. The learning max areas and other special learning spaces at the Kirsch Center have also enhanced student learning providing opportunities to	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: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)

	<p>review material, course content, lecture and labs and work in teams. These strategies are working for students as our WSCH has increased from 16,801 in 2008/2009 to 19,347 in 2010/2011 and appears to remain steady in 2011/2012.</p>	
<p>Trends in equity gap:</p>	<p>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 10% 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:</p> <ul style="list-style-type: none"> • 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 	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>
<p>Closing the student equity gap:</p>	<ul style="list-style-type: none"> • Provide hands-on and project based learning into all courses and programs in the ES Department. • Tutorial support through our mentorship program • Provide internship opportunities under the leadership of our faculty and staff • Focus on effective learning strategies including critical thinking, 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, ESCI 1, and ESCI 19 student packets 	<p>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. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	<p>which include effective learning strategies for students (goes to over 1,000 students per year)</p> <ul style="list-style-type: none"> • Teach effective learning strategies course to our students in all of our classes. • Provide internship opportunities to students where they collect, record and analyze field data on biodiversity projects as well as energy management <p>Provide assignments in energy-related courses including energy auditing and analysis which exposes students to applied use of math and related disciplines</p>	
<p>Overall growth/decline in # students:</p>	<p>Explanation: The ES Department continues to increase from 3,777 students in 2008/2009 to 4,497 students in 2010/2011 and appears to remain steady in 2011/2012.</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
<p>Changes imposed by internal/external regulations</p>	<p>N/A</p>	<p>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.)</p>
<p>Progress in “Main Areas of Improvement”</p>	<ul style="list-style-type: none"> •The ES Department has hired 2 full time faculty as of Fall 2010. This has increased our Full time FTEF is at 4.65, but the PT/Overload FTEF is 7.90 with a percent Full time FTEF of 37% (cite). The ES Department still has a low Full Time to Part Time ratio when compared to other departments. •We cannot meet the current demand for assistance in our 4 program areas because of the substantial growth in students and no growth in our faculty and staff support team. •We are losing the opportunity to assist more students in actually completing certificate and degree programs as well as transfer opportunities in ES because of the demand and lack of trained staff •There is an increase in the assistance required by students, which influence student learning, and success – which is beyond the classroom. 	<p>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.</p>

<p>CTE Programs: Impact of External Trends:</p>	<p>See link to labor market: Explanation: 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. For example we have identified numerous positions such as Wildlife Corridor Technician, Energy Management Technician, Environmental Compliance Specialist, Environmental Law Advocacy, Environmental Justice Specialist, Sustainable Cities Technician, Environmental Planner, Environmental Protection Specialist, California Air Resources Board, Environmental Analyst, Bay Area Climate Collaborative, Save the Bay, Restoration Program Specialist, Clean Energy Technician, Solar Thermal Technicians, Green Building Construction Technicians, Wind Energy Specialist, Green Retrofit/Weathering Technicians, Environmental Consultant, Remediation Technician, Environmental Health and Safety Specialist, Solar Installer, Green Jobs Researcher, Solid Waste and Recycling Specialist, Toxicologist, Open Space Technician, Water Technician, Smart Energy Specialist, Greenhouse Gas Manager, Energy Auditor, Sustainable Agriculture, Native Landscaping Specialist, Alternative/Sustainable Transportation Technician, Land Trust Specialist, and Environmental Education Specialist. It is expected that employment opportunities for individuals with these skill sets will continue to grow in the areas highlighted above as public and private organizations implement required Local, State, Federal, and International Environmental Protection Regulations and Guidelines. According to the World Watch Report 2008 titled Green Jobs: Working for People and the Environment "the pursuit so-called 'green jobs'- employment that contributes to protecting the environment</p>	<p>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.</p>
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	<p>and reducing humanities carbon footprint- will be a key economic driver of the 21st Century." The same report states that "the windpower industry employs some 300,000 people, the solar photovoltaic's (PV) sector an estimated 170,000, and the solar thermal industry more than 600,000. More than 1 million jobs are found in the biofuels industry growing and processing a variety of feedstocks into ethanol and biodiesel." Additionally our ES careers expert has compiled a list of approximately 100 green career websites that indicate these Green trends.</p>	
<p>CTE Programs: Advisory Board Input:</p>	<p>Explanation: Some of the positive input 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.</p> <ul style="list-style-type: none"> • The WCT Certificate and Degree Program will be releasing a major publication entitled "Safe Passages" at the CTE meeting in late Spring 2012. • The Energy Management Certificate and Degree Program opened the new Photovoltaic (PV) demonstration lab in Spring 2012. • The Environmental Compliance and Pollution Prevention program continues outreach for internship opportunities for students in the program. • The Cheeseman Environmental Study Area is involved in a pond restoration effort built into class and program activities as part of the instructional methodology and internship opportunities. • All our CTE programs continue to work with our advisory committees and other partners on present and future internship opportunities to train 21st century workers in green careers. 	<p>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.</p>

<p>IV. A Budget Trends</p>	<ul style="list-style-type: none"> • Limited outside (FHDA Foundation) funding must be utilized to meet student needs in the Kirsch Center and Stewardship Resource Center. These activities include lab and field internships, assisting students with mentoring both in-class and in the Stewardship Resource Center. Funding availability is tied to interest earned; in this difficult economic crisis there is serious potential for a dramatic reduction in the continued availability of these funds. • Because of the statewide trends no additional augmentation of our current budget within the division will increase. 	<p>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.</p>
<p>Enrollment Trends</p>	<p>Explanation: The ES Department continues to increase from 3,777 students in 2008/2009 to 4,497 students in 2010/2011 and appears to remain steady in 2011/2012.</p>	<p>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.</p>
<p>V. A -Faculty Position Needed</p>	<p>Growth- 2 new classified staff and one FTE faculty in Wildlife Corridor Technology/Environmental Stewardship.</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
<p>Staff Position Needed</p>	<p>Growth- 2 new classified staff and one FTE faculty in Wildlife Corridor Technology/Environmental Stewardship.</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
<p>Justification for Faculty/Staff Positions:</p>	<p>Lack of staff support for the Stewardship Resource Center. This area serves over 1,000 students per quarter. There is no staff support; student mentors meet student needs. 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. The additional faculty request will allow the ES Department to further expand in these fast growing fields to meet the present and future demands.</p>	<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>

Equipment Request	Over \$1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	PV Demonstration lab signage, system monitoring and data recording equipment, safety equipment (Energy Management Program). Additional lecture and lab teaching materials for the ESCI 1 and ESCI 1L- field guides and keys, hand lenses, binoculars, videos, and plant dissecting tools.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties 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 . . .)
Equipment Justification	There has been an increased student demand in our ESCI 1 and ESCI 1L courses. Because of this there is a need to additional lecture and lab materials. The Energy Management program obtained a PV Demonstration lab that needs additional operating, monitoring, and safety equipment.	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.
Facility Request	None	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
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.
B Budget Augmentation	With the additional funds requested we could increase the number of sections of ESCI 1 and ESCI 1L we offer to meet	How much? Who/what could be supported if this additional funding was awarded? What would the

	the increasing demand for those courses. The funds would also allow for increased enrollment in Energy Management, which is a CTE training program. Without the materials requested to complete the PV demonstration lab it's use limits the student's learning experience.	<p>impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> <p>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</p>
Staff Development Needs	Increased demands and continuing education in topics such as green building technology, photovoltaic skills and training, pollution prevention, and conservation biology. Our specialized CTE programs help us meet the needs of the college's targeted student populations and meet the college's environmental awareness goals.	<p>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?</p>
SLOAC and PLOAC summary	The SLOAC and PLOAC have increased consistency amongst instructors in our courses and programs. It has given a clear and concise understanding of what they will learn and how to be successful in our classes.	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
Future plans	We will continuously monitor through use of the assessment tools and student communication to determine the effectiveness and additional needs for future success of the student.	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
Submitted by:	Julie Phillips, PhillipsJulie@deanza.edu , (408)864-8655.	<p>APRU writer's name, email address, phone ext.</p>