

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The Environmental Studies faculty team carefully read and considered the input we received and implemented them when possible. The lead to faculty conversations and collaborations. If we are not able to address the concern, we always respond with a detailed explanation.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Since the last program review, we lost an esteemed colleague, Jeff Staudinger, who passed away suddenly and unexpectedly just prior to the beginning of the Winter 2024 quarter. Jeff's loss has had the remaining ES faculty scrambling to teach the 12 classes he taught and manage the student expectations for the CTE program he oversaw (Environmental Resource management/ Pollution Prevention/ERMPP). As Jeff was the only faculty teaching all his courses, FT faculty – Bill Roeder and the PT faculty had to scramble to cover all of Jeff's teaching load. We were fortunate enough to get an emergency hire in the ES CTE area of ERMPP

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

The EMBS CTE program set lofty goals in regard to enrollment increases and student awards which we did not meet. (5% growth in enrollment/ 5 additional students awarded each academic year

Jeff Staudinger's passing and having to place an unexpected focus by remaining ES faculty on his responsibilities as well as a significant increase in fraudulent student registration in our late start classes reduced the potential legitimate student enrollment we could and should have realized. Legitimate students were unable to register for classes as they were completely full by the time they tried to register.

By the time faculty realize registered "students" are not engaging in the class content, legitimate students had lost the opportunity to enroll. In some cases, we dropped nearly 50% of the original class roster due to students not engaging the course content. This issue was formally

raised to Administration and Admissions and Records as impacting the success and growth of the program. We acknowledge the difficulty of the task undertaken by the A&R department and are starting to see the fraudulent students disappear. We appreciate the effort involved.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Fortunately, RAPP awarded the ES Department a replacement requisition to replace Jeff Staudinger.

We are hoping that with the drop in fraudulent students we will be able to once again start working on our goal on increasing enrolment and awards

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

With the help of additional pay provided through the CTE department, and due to the loss of the single faculty running and teaching all the courses in ERMPP program our PT faculty were able to take on more tasks. This was also unfortunately all that we could accomplish this past year. We are hoping that with a new FT faculty in place we can once again concentrate on obtaining resources needed for continued student engagement and success.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

We have not seen any evidence of this, although enrollment is down it has not affect retention and success other than due to the fraudulent student numbers.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>ES 4- Energy, the Environment and Society</p> <p>Demonstrate an understanding of the actions individuals can take to reduce energy consumption, pollution and greenhouse gas emissions.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Administered an Individual student energy and greenhouse emissions calculator and report and analysis:</p> <p>Students were to use the EPA Energy and greenhouse gas calculator to analyze their own use of energy including comparing their own energy outcomes to a common equivalency such as miles driven in a vehicle, how many smartphones they could charge, or how many trees were needed to sequester the carbon they emit each year</p> <p>Students were tasked to explore and detail ways they could reduce their energy use results as well as how many emissions would be reduced by doing so.</p>
<p>Summary of Assessment Results</p>	<p>95 % of students completed the task successfully with a grade of C or better; 5 % failed to submit the assignment</p>
<p>Reflection on Results</p>	<p>Students liked the fact the assignment was interactive and that it allowed them to see their own individual impact on the environment. This gave them a clearer picture of how they individually impact the environment as well as ways they can reduce their own energy use/greenhouse gases</p> <p>Continue to explore ways to connect with students.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>One thing I will add going forward is to it ask students to analyze how their results compare to the average US citizen and those in other countries/cultures.</p>

Responses to questions raised by RAPP for the ES Department.

1. The ESCI and E S Mission statements are the same. Shouldn't there be a CTE focus somewhere in the E S mission?

Response: We will adjust the Environmental Studies mission statement as follows:

“The mission of the Environmental Studies Department is to provide students with a diverse offering of classes that meet the transfer or *career education* needs of students, prepare students through enhancement of the college’s institutional core competencies for *living wage careers in growing industries*, and make them aware, knowledgeable, and strong stewards of the planet and the environment.

We engage students in the study of climate change, energy management, resource management, pollution prevention, and biodiversity with a focus on integrity, equity, innovation and *stewardship*. *Our goal is to develop and graduate students who will be lifelong advocates for environmental sustainability for the companies they work for.*

2. Goal of “increase success rates” is somewhat general, and also ambitious given currently high (78%) success rate. Please provide concrete plans/new initiatives to do so.

Response: This was addressed in the responses to questions 3 and 4 of the Program review Update above.

3. What specific culturally inclusive practices are being considered/adopted? How do they relate to program mission/goals?

We attempt to meet every single student where they are academically and emotionally and work with them actively to explore ways to make them successful. We recognize students have deficiencies in mathematics acumen when they come to De Anza and we have built math primers into our introductory classes to bring students up to a level that will allow them to be successful. Being math proficient is a mandatory skill required for students pursuing entry level careers in energy and facility management and pollution prevention.

When we see a student struggling, we are quick to engage them to explore ways to help.

4. There is a large decrease in awards (-40%) since pre-pandemic, notably in excess of the drop in enrollment (-15%). What is the reason for this and how will it be addressed?

Degrees during the pandemic were down over 50% while enrollment was up!

Response: This is addressed in Questions 3 and 4 of the Program Review Update above

5. Provided answer does not address SLO assessment or response. It sounds like new content was added, does this mean new SLOs were also added? What are the success rates on those and what trends are you seeing?

Response: Given our manpower shortage due to a full-time faculty death, we were not able to address this during the last academic year. We will start to address this once we have our new FT faculty in place.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Environmental Studies department has had a difficult year with the passing of a valued colleague and the lead instructor of the Energy Resource Management and Pollution Prevention program. The department is extremely grateful to RAPP for the replacement of that position.

The lead instructor of the EMBS and the FSBM program has spent the last year along with his PT faculty in covering the courses and mentoring and advising students in the ERMPP program. Resources have been spread thinly. With the hiring of the new FT faculty we hope to see rejuvenation of the CTE programs in this area.

The ES department is grateful to the CTE department for their assistance in procuring resources and in outreach endeavors. We hope to use future funding for paid internship opportunities.