Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

ENVS

**Principal Author(s):**

Royden Hobbs

**Dean:**

Bridget Salzameda

**Submission Date:**

11/27/2024 2:10:22 PM

**Author Signature:**

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| Electronically signed by Royden Hobbs on 11/25/2024 3:44:31 PM |

**Manager Signature:**

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| Electronically signed by Bridget Salzameda on 11/27/2024 2:10:22 PM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Course Completion and Success rates for all ENVS courses exceeded Institutional Set Standards. Course completion (>93.8%) and success (>81.8%), also, exceed institutional set standards for all racial/ethnic groups when all department courses were aggregated.

Our program exceeds the standards because of its excellent faculty, all of which are full time. Students benefit from the breadth of knowledge and experience that these fulltime faculty bring to the department. One of our faculty, largely on his personal time over many years, wrote and published his own textbook on planetary biology. Additionally, he built extensive skills in virtual would building to illustrate course concepts and engage this generation of students who are so fluid in transitioning from real to virtual worlds and spend extensive time gaming. Our other faculty has spent over 13 months in tropical rainforests, temperate forests, savannas, grasslands, and deserts of 26 different countries. The knowledge, experience, photographs, and anecdotes from his travels bring to life and engage students in a way that a textbook never could. These skills and experiences are embedded into courses which our faculty have conscientiously developed and refined over many years. Rather than teaching with mass published textbooks and materials, we have tailored our courses specifically to our students and to exploit our unique skill sets. We, also, extensively supplement in class activities with hands on experiential learning in field settings.

Our department, also, employ a number of equity minded strategies developed from a variety of institutional trainings. We offer both in person and online sections of our courses to accommodate different learning styles and the work and family commitments of our students. We provide materials in a variety of accessible forms including oral and written lessons, a diversity of real world examples, visual enhancements in the form of graphs, diagrams, photographs, and video formats, and free reading materials.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

When completion and success data are disaggregated by course and race/ethnicity, Asian students in ENVS 142F fell below institutional set standards (50% for both), but that data only included 2 students. It is likely that one student, did not complete or drop the course and received a failing grade thus skewing the data.

We did not see this pattern in any other course, so for now we will continue to collect additional data and see if this pattern persists.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

There was a decline in student completion (100% to 87.5%) and success (100% to 79.2%) rates between years in our ENVS 142F course, but both remain above institutional set standards. Because only a small number of students enroll in this courses each year (23 for 2024), it is not unexpected to see yearly fluctuations in course statistics. If a downward trend persists across additional years and course statistics fall below institutional set standards, causes will need to be identified, but this is not expected. In the Fall 2024 section of this course which just concluded, completion was 100% and success was 87.5%. All students earned A’s or B’s, but one student who chose not to submit multiple assignments despite numerous reminders and due date extension. This student earned a D which dropped success rate in the class from 100% to 87.5%. No other courses showed downward trends.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Additional Resource Request #1

We need a new full-time faculty member. One of our two full-time faculty members retired in June 2024, leaving us with only one full-time faculty member and only half the sections we taught last year. Our reasons were extensively outlined in the FTF Hiring Requests we made this year. Some highlights are below.

1. **Is this request related to an essential safety need?**

Yes

**Please explain how this resource will help your program meet an essential safety need.**

Additional Resource Request #1

We cannot offer additional field course or sections of existing field courses without a new fulltime faculty member. Adjuncts present a safety problem and liability for the college in our field courses. Instructors must drive students to and from field sites in college vans and supervise students in offsite field locations. Adjuncts may lack the situational knowledge and policy rigor to ensure the safety of our students. Students have complained about feeling unsafe when we have previously tried to use adjuncts for our field courses.

But safety is not the only reason we need a new full-time faculty member. With the retirement of one of our full-time faculty members last June . We have had to cut our current course offerings in half. We now only have one professor within our department. This has resulted in 466 students a year having a more difficult time meeting their GE requirements for transfer and in our majors having a more difficult time completing their guided pathways.

Our college’s mission statement says it will develop flexible pathways for students to complete their associate degrees and transfer. College Goal#2 says it will increase the number of students earning associates degrees and transfer degrees and increase the efficiency with which they do this. Reductions in ENVS course offerings endanger both these goals.

In addition, lack of faculty will inhibit our program’s goals of offering additional hands on/experiential courses, of developing a capstone course to assess PSLO’s, of developing a greater sense of community and belonging for underrepresented students, and of increasing the number of our majors that successfully complete their degree and transfer. All of these goals were outlined in our most recent Comprehensive Program Review.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | Depends on the Qualifications and Experience of the Faculty Hired |

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| --- |
| **Is the funding requested ongoing or one-time funding?**Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes**For each separate resource request:**1. **Briefly describe your resource request.**

Additional Resource Request #2 Our department needs to hire professional experts for our weekend field courses. This is not a substitute for a full-time faculty hire. This person will not be responsible for teaching courses, developing curriculum, or serving on department and division committees. We will need this funding regardless of whether, or not, we hire a new full-time faculty member.1. **Is this request related to an essential safety need?**

Yes**Please explain how this resource will help your program meet an essential safety need.**Additional Resource Request #2 Yes, when we conduct a field course, two faculty members are needed for safety. If the primary instructor were to get injured or a student were to need to go to the hospital, the other students would be left alone in the field while on an FC course trip. There would be significant liability in this. Students left unattended could experience falls from height, venomous snake bites, dehydration, or heat exhaustion. These are risks faculty are constantly vigilant of when present. The professional expert is also required to drive a van. Our field courses have up to 20 students, but we can only fit 11 students in a van. It is not practical to have students drive themselves to the distant and remote sites we visit. They may get lost, their cars may break down stranding them in a remote location, and sufficient parking may not be available at some instructional locations. This request aligns with college goals. In the last comprehensive program review document (Section 5.3.1), the college expressed interest in efforts to “make learning active and applied.” Our departments field courses are both active and applied. In addition, our college’s mission statement says it will develop flexible pathways for students to complete their associate degrees and transfer and College Goal#2 says it will increase the number of students earning associates degrees and transfer degrees and increase the efficiency with which they do so. To meet these goal within our department, we need to regularly offer required field courses. This was identified as a priority in our last comprehensive program review. This request needs to be processed now because we offer one to three field courses every semester. This request is personnel related, but would only hire on an as needed basis to assist on weekend filed trips. It is designed to ensure student safety on college field trips.**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Professional Expert |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $5,000 Annually |

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| --- |
| **Is the funding requested ongoing or one-time funding?**Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes**For each separate resource request:**1. **Briefly describe your resource request.**

Additional Resource Request #3 Reimbursement for field course associated expenses for faculty. Some field courses have transportation, facilities, and tour costs that professors must pay to participate in the courses with their students. For instance, our ENVS 142F course requires round trip ferry service to the Wrigley Environmental Institute on Catalina Island, shore boat shuttle service, housing and food while on the island, and tours that are led by the institute staff. Professors for ENVS 105LF must pay for parking and/or entrance fees for themselves at numerous locations, such as the Fullerton Arboretum, Orange County Zoo, Santa Ana Zoo, and the Aquarium of the Pacific. The reimbursements costs for ENVS 142F and 105LF are currently incurred costs, but we may need additional reimbursement funds associated with other field courses in the future as we expand our field course offerings. Additional Resource Request #4All students seeking an A.S. in Environmental Sciences must take 4-5 units of field courses, but our department does not have the funds to cover the costs incurred for these courses. Costs may include park entrance fees, camping fees, site specific guide fees, and facility fees. Historically, we have required students to pay these costs, but have found these fees are a barrier to access for some students. We are seeking to cover student costs associated with field trips in accordance with BP 4300 that states, “No student shall be prevented from taking a field trip or excursion, which is integral to completion of the course because of lack of sufficient funds.”1. **Is this request related to an essential safety need?**

No**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**Additional Resource Request #3 Numerous filed courses are schedule to be taught before monies from the next comprehensive program review would be available. Additional Resource Request #4 Numerous field courses, including ENVS 142F and ENVS 141F, are scheduled to be taught before monies from the next comprehensive program review would be available.**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**Additional Resource Request #3 Students must take these field courses to complete their degrees in ENVS. If they are not taught, students cannot complete their ENVS degrees. ENVS 105LF meets a GE lab requirement in Life Science for transfer to both CSU and UC. Additional Resource Request #4 Students must take these field courses to complete their degrees in ENVS. Our field courses are also important recruitment tools for our department. They provide students with hands on experiential learning not available in other courses.**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**Additional Resource Request #3 Students must take these field courses to complete their degrees in ENVS. If they are not taught, students cannot complete their ENVS degrees. ENVS 105LF meets a GE lab requirement in Life Science for transfer to both CSU and UC. Additional Resource Request #4 Students must take these field courses to complete their degrees in ENVS. Our field courses are also important recruitment tools for our department. They provide students with hands on experiential learning not available in other courses.**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**Additional Resource Request #3 Our college’s mission statement says it will develop flexible pathways for students to complete their associate degrees and transfer. College Goal#2 says it will increase the number of students earning associates degrees and transfer degrees and increase the efficiency with which they do this. To meet these goals, our department needs to regularly offer required field courses. Unfortunately, the cost of offering these courses may become prohibitive if course related costs are not reimbursed for professors. This funding will enhance equity. Data from the OIE, as cited in our CPRD 2021, indicates that the plurality of our students are Low-Income (79%), Female (56%), Latinx (62.8%) and that we serve slightly more (7% verses 6%) DSS students and approximately 30% more (13% verses 9%) LGBT students than the average for all other programs combined. Many of these students take our general education courses, but may not choose to pursue careers in STEM where they are traditionally underrepresented. Our field courses engage students, promote their interest in the sciences, and encourage them to continue with a career in STEM. Our division has numerous students who have chosen careers in Biology or Environmental Sciences as a result of their experiences within ENVS field courses. Funding this request will allow faculty to continue offering these experiences to students. Additional Resource Request #4 College Goal#2 says it will increase the number of students earning associates degrees and transfer degrees and increase the efficiency with which they do this. Field trip costs may be barriers for students that prevent or delay them from completing their degrees and transferring. This is also an equity issue as 79% of our students are low income and many are from historically disadvantaged backgrounds. Our field courses engage students, promote their interest in the sciences, and encourage them to continue with a career in STEM. The CPRD 2021 indicated NOCCCD is interested in “faculty efforts to make learning active and applied” with “experiential learning activities … intentionally embed(ed) in coursework, or elsewhere in (the) program,” and that the college seeks to address “institutional barriers hindering (the) department’s ability to offer or enhance these learning experiences for students (CPRD 2021).” Field trip costs are institutional barriers that hinder students’ participation in these experiences.**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | Additional Resource Request #3: Faculty reimbursement for field trip expenses Additional Resource Request #4: Student costs associated with field trips |
| **Total Requested Amount:** | Additional Resource Request #3: $3,500 Annually Additional Resource Request #4: $17,500 Annually |

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| **Is the funding requested ongoing or one-time funding?**Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |

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