

## **Administrative Response to Program Review Environmental Studies Program December 2015**

On December 6, 2015, the Environmental Studies SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Environmental Studies Program and Program Review; B) observations and recommendations; and C) provide the administrative response to the SAC recommendations.

### **Noteworthy Efforts or Achievements**

- Program goals aligned with PCC strategic plan throughout the review and the recommendations.
- Faculty and student engagement in outreach to the community including workshops for Latina girls through the Adelante Chicas STEM summer camp and the Hermanas conference.
- Engagement in authentic research, environmental restoration and stewardship through partnerships with local agencies including Clean Water Services (CWS), Stop Oregon Litter and Vandalism (SOLVE) and Community College Undergraduate Research Initiative (CCURI).
- Supporting dual credit with robust and inclusive collegial interaction, and reconsidering Instructor Qualifications to make the courses more accessible for dual credit.
- Engagement of part-time faculty in assessment of multiple sections of ESR 171 using a common rubric for Critical Thinking and Problem Solving. Process and results were described in a brief but informative manner.
- Interdisciplinary programming with dual focus on science and social justice.
- Continual improvement in curriculum based on student assessment as well as conversations with university and community college partners.
- Streamlining of assessment process for several outcomes by using one body of student work.
- Curriculum includes the use of educational initiatives; Inquiry Based Learning, Internationalization, Sustainability and Community Based Learning.
- SAC worked with Landscape Technology (LAT) to create a new degree, Environmental Landscape Management Technology (ELMT).
- Student feedback incorporated into the program review.

## Observations and Recommendations

- The Curriculum Office can assist with the research involved in updating and working out new transfer guides. The problem with ensuring that students use the guides is another layer.
- Given the SACs dual interest in ESR as General Education and in supporting students who wish to major in ESR, it would be good for someone in the SAC to track the college-wide discussions on General Education and Majors over the rest of this year.

## Administrative Response to Environmental Studies Recommendations

### A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

- We will continue our involvement in the community through outreach events to increase the diversity of the STEM pipeline, and by engaging in community-based learning and habitat restoration. *We appreciated learning more about the outreach events and community-based learning currently being implemented in the SAC. We support continuing this work.*
- Proposed Curriculum Changes. *We support continuous improvement in curriculum.*
- Proposed Alignment of Degree Requirements. *We support participation in the college-wide conversations regarding degree requirements and majors.*

### B. What support do you need from the administration in order to carry out your planned improvements?

1. At Southeast Campus, hire a second full-time faculty member. *The creation of new faculty positions are made collaboratively at the district-level and are based on a number of factors, including full-time/part-time ratios in a subject-area versus other disciplines, whether enrollment is increasing or declining, whether additional faculty are needed to maintain a program's viability, external accreditation and/or professional standards, and other considerations. The SE dean of instruction is aware of this request and has placed it on the faculty priority list for the SE campus.*
2. At Cascade and Sylvania, hire or assign a full-time faculty member responsible for teaching ESR courses and supporting part-time ESR faculty. *We acknowledge the request to hire or assign a full-time faculty member at Cascade and Sylvania to teach ESR courses and support part-time faculty teaching these courses. The Cascade campus is considering this request. The Sylvania campus currently teaches one or two classes each term and does not have the resources to expand*

*the ESR class calendar. Since Sylvania doesn't offer enough classes to create a full work load, they don't anticipate hiring a full-time faculty. The ESR classes at Sylvania are currently taught by specialized and highly qualified faculty in the ESR sub-disciplines (geology, chemistry, biology; some full-time and some part-time.) The part-time faculty who teach in ESR are supported by full-time faculty in these sub-disciplines, which are themselves SACs.*

3. Purchase equipment specifically dedicated to ESR for each campus. *Please work with your division dean to ensure the equipment is placed on a priority list for the division. In addition, once criteria is released for applying for funding through the Strategic Planning implementation process, consider applying for funding through this source of money for the equipment. Another possible source of funding will be the Capital Equipment funds. As with the Strategic Planning funding, the criteria for application for these funds has not yet been released. Please continue to check-in with your division dean or dean of instruction on the status of these funds.*
4. Fund the maintenance of ESR equipment by trained technicians. *We acknowledge the need to ensure equipment is properly maintained. We recommend you work with your division dean to secure the needed funds for maintenance.*
5. Provide funding for faculty professional development. *We support the need for faculty professional development and recommend you speak with your division dean about potential sources of funding. During this biennium additional funding has been identified and will be available through the Office of Professional and Organization Development. Please consider applying for these funds.*
6. Fund student transportation for field experiences. *The DOIs recommend establishing fees for the classes to fund field experiences. Please work with your Division Dean regarding the process to establish fees.*
7. Continue supporting the Learning Gardens at each campus and the Environmental Studies Center at Rock Creek. *We acknowledge the need to continue supporting the Learning Gardens at Rock Creek, Southeast and Sylvania and the Environmental Studies Center at Rock Creek.*
8. Support improvements in internet service for all classrooms at all campuses. *We acknowledge the need for reliable internet service for all classrooms at all campuses. Please keep your division dean informed of any issues with the reliability of the internet so that the issue can be addressed with TSS and other departments as needed.*

## **Closing**

In closing, we want to again thank the Environmental Studies SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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