

# Merritt College

## 2017-2018 Annual Program Update Template

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**Merritt College Data Profile: Fall 2016 and Spring 2017**

\*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<b>Headcount by Gender</b>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<b>Headcount by Race/Ethnicity</b>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<b>Headcount by Age</b>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%

30-34	766	11%	775	11%
35-54	1296	18%	1401	19%
55-64	327	5%	315	4%
65 & Above	192	3%	197	3%
<b>Total Headcount</b>	<b>7043</b>		<b>7359</b>	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
<b>Gender</b>	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
<b>Race/Ethnicity</b>	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%

<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
<b>Age Range</b>				
	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 &amp; Above</i>	84%	78%	85%	72%

***Distance  
Education***

<b><i>Retention and Success by Distance Ed</i></b>	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %

<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

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## I. Program Information

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**Purpose:** This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at: <http://www.merritt.edu/wp/institutional-research/program-review/>

**Program Name:** Environmental Management and Technology

**Date:** October 17, 2017

**Program Type** (circle or highlight one):     **INSTRUCTIONAL**     Non-Instructional     Student Services or Special Programs     Administrative Unit

**College Mission Statement:** The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

**Program Mission:** The Environmental Management and Technology Program's mission is to help students attain knowledge, skills, and broad-based outlooks needed to succeed as professionals, as stewards of the land, and as responsible citizens. To accomplish these goals the program provides open access to educational programs, internships, and community outreach in a diverse and culturally rich learning environment. Specifically the program

- coordinates with a number of community and industry partners for field experiences and internships
- offers first-time college students and those returning to educational environments with job skill enhancement, fundamentals for entry level careers and academic study for transfer to 4 year institutions or graduate study
- provides personalized career support from Merritt instructors who work as professionals in the field of student interest

**Date of Last Comprehensive Program Review: October 5, 2015**

**Date of Comprehensive Program Review Validation: December 2015**

## II. Reporting Progress on Attainment of Program Goals

**Purpose:** In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Assessment</i></p> <p>1. Continue rebuilding the ENVMT program by restructuring with record keeping, assessment and faculty expansion, outreach and marketing.</p> <p>2. Continue to find productive and constructive ways to engage in assessment dialogue community and partners at the course, program and institutional level.</p>	<p>1. PCCD Goal: A D Merritt Goal: A D</p> <p>2. PCCD Goal A B C E Merritt Goal: A B C E</p>	<p>2. Completed: _____ (date)</p> <p>Revised/New: <u>9/30/2017</u> (date)</p> <p>Ongoing: <u>9/30/2017</u> (date)</p> <p>2. Completed: _____ (date)</p> <p>Revised/New: <u>9/30/2017</u> (date)</p> <p>Ongoing: <u>9/30/2017</u> (date)</p>	<p>Faculty recruitment included one new adjuncts to teach at the Career Pathways program in OUSD Castlemont High School and Skyline High School. Although we successfully recruited a new adjunct faculty for and for ENVMT 42 to be taught Spring 2017, the course did not attract enough students to run.</p> <p>We developed a partnership with the Extension Service to collaborate on Agroecology courses throughout the Bay Area in June. The follow-up meetings are still to be announced.</p> <p>We are continuing to reach out to industry partners to enhance our students' future employment prospects as well as Merritt instructors in other departments such as Biology.</p>

<p align="center"><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p align="center"><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p align="center"><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p align="center"><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Curriculum</i></p> <p>1.Updating our classes to reflect current industry practices.</p>	<p>1. PCCD Goal: B C</p> <p>2. Merritt Goal: B C</p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>9/30/2017</u> (date)</p> <p>Ongoing: <u>9/30/2017</u> (date)</p>	<p>Hiring part-time faculty employed in community agencies and organizations brings real-life examples and activities into the classroom, and provides opportunities to update the curriculum content to reflect current practices. This offers the opportunity for students to learn the skills needed for employment.</p> <p>We are working with biology Instructors Brad Balukjian to develop an ENVMT Natural History certificate. This certificate would draw from (in addition to ENVMT courses) natural history classes developed for the Biology and Environmental Studies departments, and add a scientific, transfer-friendly component to ENVMT. This work is in the initial stages, and we expect to develop the certificate by the end of the Spring 2018 semester.</p>



<p align="center"><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p align="center"><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p align="center"><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p align="center"><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Instruction</i></p> <ol style="list-style-type: none"> <li>Hire a full-time Instructor in ENVMT</li> <li>Upgrade the current Self Reliant House facility to reflect innovative technologies and to provide hands on experiential learning.</li> </ol>	<ol style="list-style-type: none"> <li>PCCD Goal: <u>B, C</u></li> <li>Merritt Goal: <u>B, C</u></li> <li>Merritt Goal: A C E</li> </ol>	<ol style="list-style-type: none"> <li>Completed: _____ (date)</li> <li>Revised/New: _____ (date)</li> <li>Ongoing: <u>9/30/2017</u> (date)</li> </ol> <ol style="list-style-type: none"> <li>Completed: _____ (date)</li> <li>Revised/New: <u>9/30/2017</u> (date)</li> <li>Ongoing: <u>9/30/2017</u> (date)</li> </ol>	<ol style="list-style-type: none"> <li>The most urgent need in ENVMT is a new full-time instructor. Presently there is no such position – when Robin Freeman retired, his position was not refilled. Without a full-time instructor overseeing all aspects of the department, ENVMT has little chance of fulfilling its potential. The program could be one of Merritt’s flagship offerings, given the importance of environmental management in today’s workforce.</li> <li>The Self Reliant House indoor space received a partial cleaning from the student aide worker hired the spring semester. Much work still needs to be done.</li> </ol> <p>The grounds received a clean up of weeds by the Horticulture students and youth from East Bay Regional Parks Teen Eco Summer Work/Learn Program. More work is still needed to remove rusting and dilapidated equipment for better models of professional practices.</p>

<p><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p>Student Success and Student Equity:</p> <p>Increase diversity, improve access and increase awareness of career paths in our programs.</p>	<p>1. PCCD Goal: A B C</p> <p>2. Merritt Goal: A B C</p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>9/30/2017</u> (date)</p> <p>Ongoing: <u>9/30/2017</u> (date)</p>	<ol style="list-style-type: none"> <li>1. We promoted our courses with fliers and advertising in the local environmental community and through partners in the East Oakland area to reach out to a wider community of potential students.</li> <li>2. Faculty also contacted campus instructors in related disciplines to explain the ENVMT program and provide welcoming to students who traditionally do not enroll in environmental courses.</li> <li>3. We partnered with Skyline High School in the Oakland Unified Public School System</li> </ol>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <p>Continue to engage in ongoing professional development opportunities and engagement with our community partners to maintain currency in our discipline.</p>	<p>1. PCCD Goal: B C E</p> <p>2. Merritt Goal: B C E</p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>9/30/2017</u> (date)</p> <p>Ongoing: <u>9/30/2017</u> (date)</p>	<p>Due to tight budget controls the Green jobs Center did not have staffing to continue to contacted community partners assessing workforce needs and student placement beyond June, 2107. Adjunct faculty continues to develop their professional skills through job-related training at their places of employment.</p>

# III. Data Trend Analysis

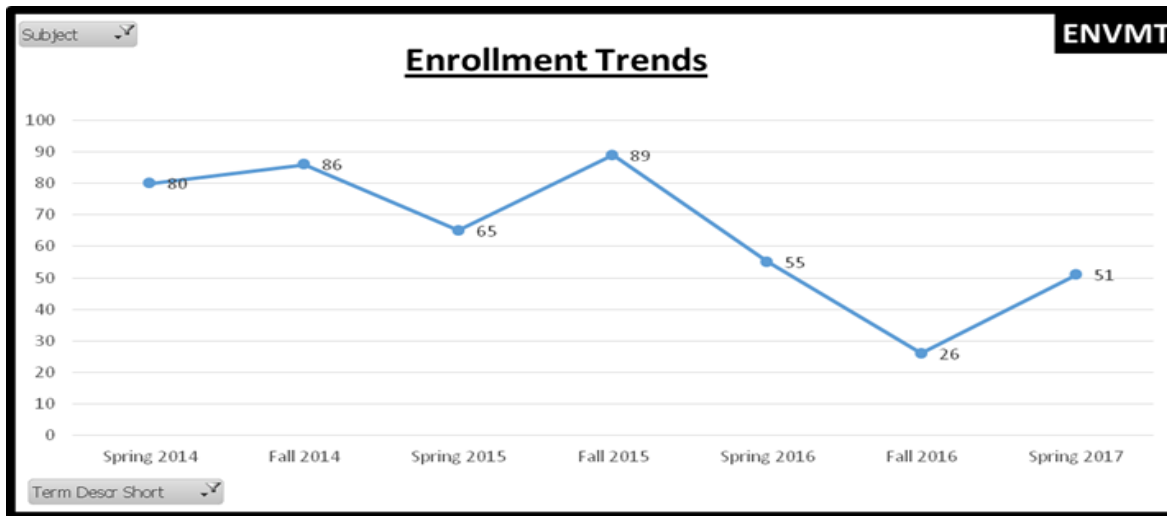
**Purpose:** In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

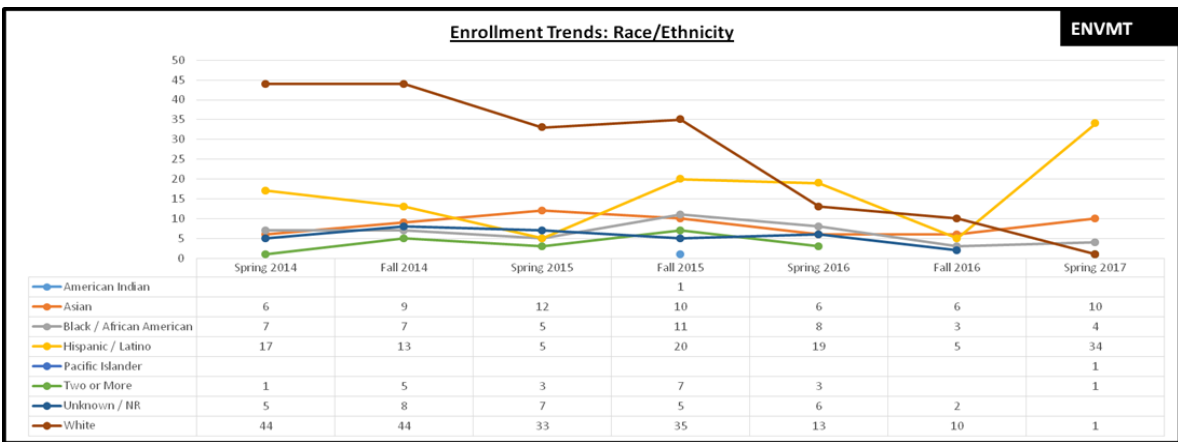
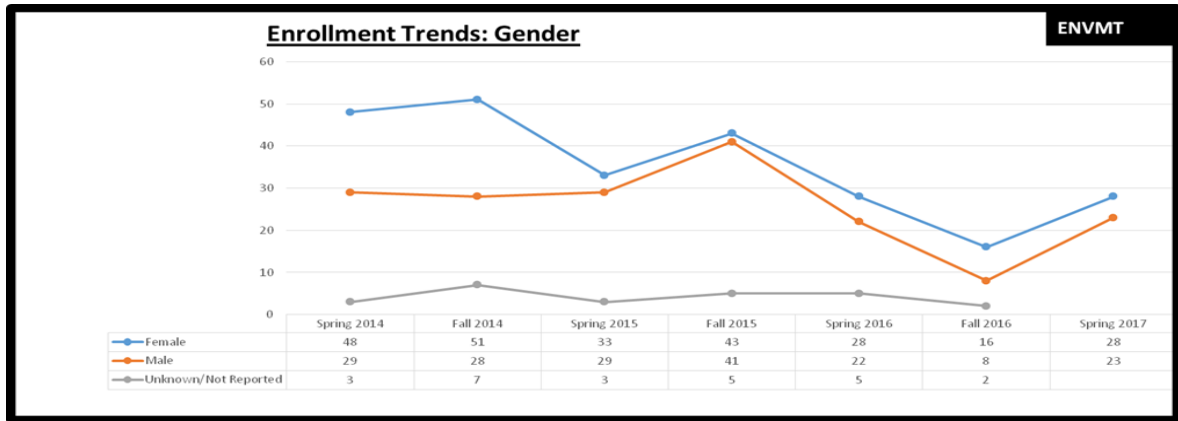
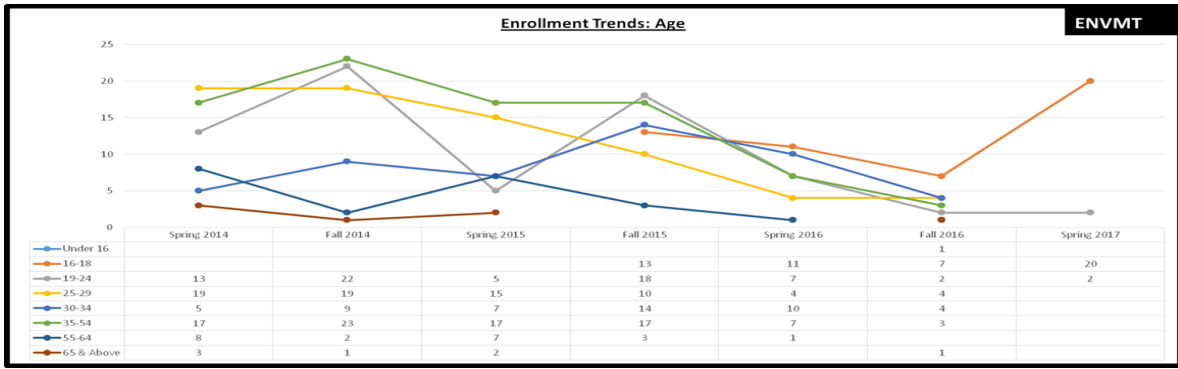
**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review.**

## Student Enrollment Demographics:

**What changes have occurred in enrollment since 2015-2016 program review?**

After fall of 2015, the classes offered were outside the certificate requirements, with the strategy that more diverse offerings would attract new ENVMT students. In reality, ENVMT classes developed a reputation for cancelation and therefore fewer students enrolled. The only classes that continued were those in the High School Pathways Program during 2016-2017 school year.





Gender: The majority (61%) of our student body was female prior to the introduction of High School Pathways courses. With the high school courses, we have seen a decrease in females enrolled in environmental programs, while males doubled in enrollment.

Ethnicity:

The majority of the Pathways students are Hispanic/Latino, African American and Asian/Pacific Islander. This past year the program strategically hired more ethnically diverse adjuncts in our efforts to increase student diversity in environmental programs. The Pathways program represents a more diverse student population than previous on-campus classes.

Age: With the Pathways program we observed demographic shifts: 48% of students ranged in age from 25-39 before Pathways. Currently 80% are age 16-19 as the Pathways program has become established and the sole source of ENVMT students.

Special Populations

The Pathways program was not able to attain low-income populations from the high school. The numbers reflect information directly known by the instructor. Many of the high schools did not enroll students with special needs in these courses. The Pathways students are under age for recruitment into the military.

**Course Sections and Productivity:**

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

Consistently, the fall sessions have been less productive than the spring. The introduction of Pathways has significantly improved the productivity. It appears that two classes were not included in the Fall 2015 number; therefore it appears that the trend has been consistent over time.

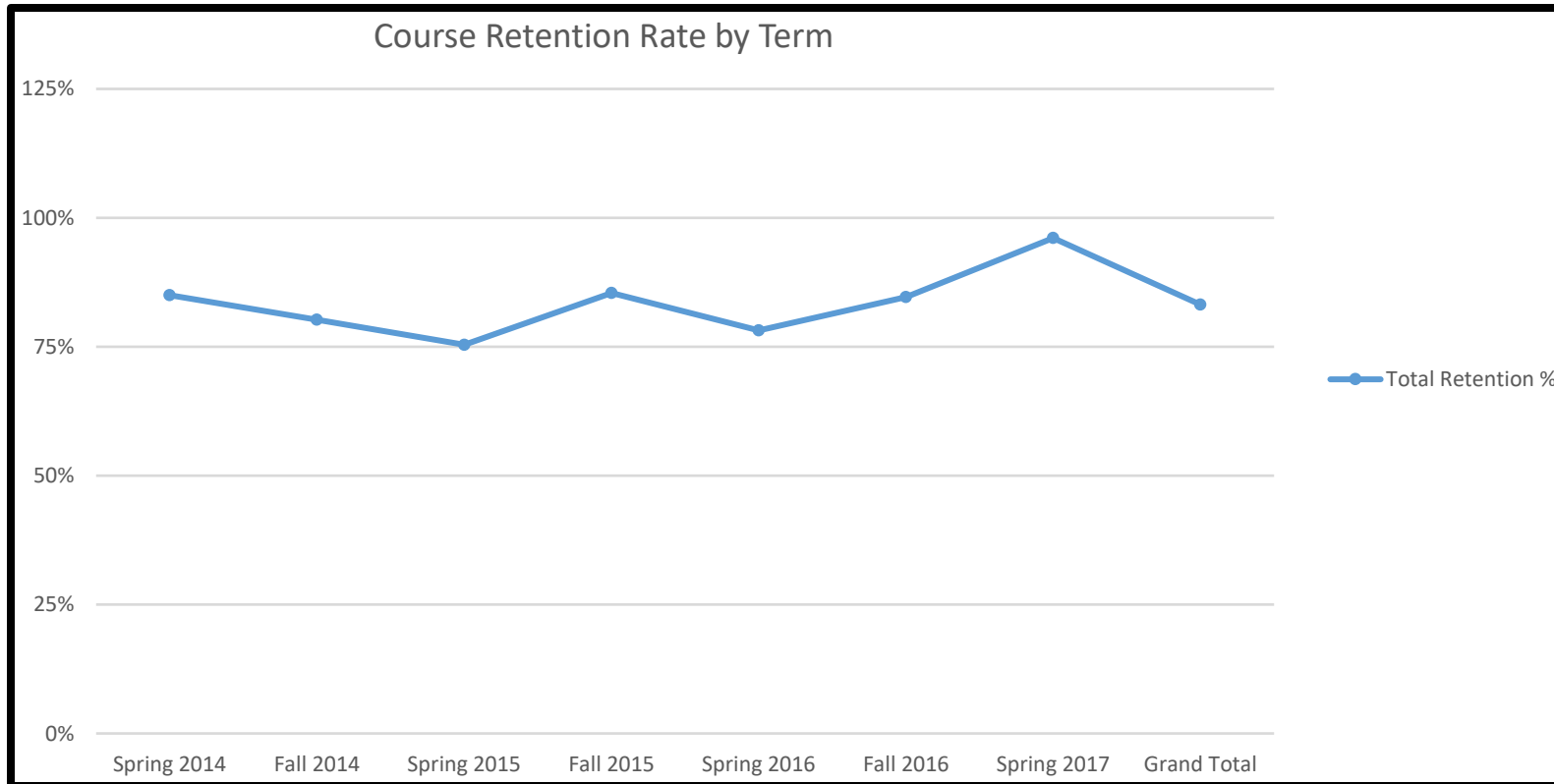
Course	TERM		Fall14		Sp15		Fall15		Sp16		Fall16		Sp17	
	Spr14	Prod.	Sections	Prod.	Sections	Prod.	Sections	Prod.	Sections	Prod.	Sections	Prod.	Sections	Prod.
1 ENVIRON CAREERS			1	8.40			1	10.59						
11 SUSTAIN URB/REG PLNG											1	13.40		
12 ENVIR RACISM/JUSTICE	1	7.50												
16 HEALTHY COMM SYSTEMS	1	9.00												
2 INTRO SUSTAIN SYSTEM			1				1	14.01					1	13.50
20 GREEN BUILDNG/DESIGN			1											
20L GREEN BLDG/ENRGY LAB			1	6.91										
2L PRIN OF ECOLOGY LAB					1	12.63	1	4.39						
3 SOCIAL ISSUES IN AGRICULTURE			1	10.23										
33AA WATERSHED RESTR/GENL					1	0.00								
35 URBAN AGRO ECOLOGY	1	14.55							1	11.10				
40 FROM TREE TO SEA	1	11.69					1	7.52						
44 INTRO/CREEK WATERSHED RESTOR									1	14.03				
5 OAKLAND FOOD CULTURE							1	11.93			1	6.36	1	13.64
8 INTRO TO OUTDOOR ED					1	0.00								
Total Sections and Productivity by Subject and Term	4	10.68	5	14.52	3	4.57	5	9.89	2	12.59	2	9.17	2	13.58

<b>Special Populations Enrollments By Term</b>					<b>ENVM</b>			
<b># Enrollments</b>	<b>Low Income</b>							
<b>Term</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	
Not Low Income	24	25	27	22	6	3	2	
Undetermined	2	9	1	13	26	12	14	
<b>Low Income</b>	<b>39</b>	<b>42</b>	<b>25</b>	<b>40</b>	<b>8</b>	<b>7</b>	<b>6</b>	
<b># Enrollments</b>	<b>DSPS Status</b>							
<b>Term</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	
DSPS Students	3	3	1	2	2			
Non DSPS Students	62	73	52	73	38	22	22	
<b># Enrollments</b>	<b>Foster Youth Status</b>							
<b>Term</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	
Not Foster Youth	65	76	53	74	39	22	21	
<b>Foster Youth</b>				<b>1</b>	<b>1</b>		<b>1</b>	
<b># Enrollments</b>	<b>Veteran Students</b>							
<b>Term</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	
Non Veterans	65	75	53	74	40	22	22	
<b>Veterans</b>		<b>1</b>		<b>1</b>				

## Student Success:

### 1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

While course retention rates stayed stable in fall 2016 with fall 2015 at 83%, retention improved by 16% in the spring of 2017 compared to the previous spring. This could be attributed to the instructors in 2017 or differing high school policies. Success rate in pathways programs were higher than in the community college campus, perhaps attributed to high school policies and closer supervision of students.





Term								Success %							
DSPS STATUS	Term	Fall15	Sp16	Fall16	Sp17	Sp14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17			
DSPS Students	Retention %	0%	50%			100%	0%	0%	0%	50%					
Non DSPS Students		84%	83%	75%	87%	79%	85%	96%	81%	80%	75%	86%	74%	85%	92%
Subject	ENVMT														
Retention and Success Rates by Low Income Status															
Term								Success %							
Low Income students	Spring 14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17	Sp14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17	
Low Income Students	84%	71%	64%	81%	91%	78%	91%	78%	71%	60%	79%	91%	78%	82%	
Not Low income	86%	91%	82%	93%	67%	100%	100%	86%	88%	82%	93%	67%	100%	100%	
Undetermined	100%	89%	100%	86%	76%	86%	97%	100%	67%	100%	86%	68%	86%	95%	
Subject	ENVMT														
Retention and Success Rates by Foster Youth Status															

Term Retention %		Success %													
Foster Youth Status	Sp14	Fall 14	Sp15	Fall15	Sp16	Fall16	Sp17	Sp14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp 17	
Not Foster Youth	85%	80%	75%	85%	80%	85%	96%	81%	77%	74%	84%	74%	85%	92%	
Foster Youth Status				100%	0%	100%					100%	0%	100%		
Subject	ENVMT														
Retention and Success Rates by Veteran Status															
Term Retention %		Success %													
Veteran Status	Sp2014	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17	Sp14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17	
Not Veterans	85%	80%	75%	85%	78%	85%	96%	81%	76%	74%	84%	73%	85%	92%	
Veterans	100%		100%					100%		100%					

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

Retention and success of these student groups have increased in the past year, with the exception of veterans (since no high school students had military experience due to recruitment requirements) and DSDP students (since none were enrolled this past year in the Pathways program).

Low Income student retention dropped by 12% but regained a 91% status in the spring, above the college goals. Low income student success rate in the Pathways program was 8% lower than the college campus counterparts the previous year. The one foster youth was retained and successfully completed the course.

Subject	ENVMT													
Course Description	Term Retention %							Success %						
	Sp 14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17	Sp14	Fall14	Sp15	Fall15	Sp16	Fall16	Sp17
ENVIR RACISM/JUSTICE	80%							80%						
ENVIRON CAREERS		94%		86%					94%		86%			
FROM TREE TO SEA	85%			73%				85%			67%			
GREEN BLDG/ENRGY LAB		82%							82%					
GREEN BUILDNG/DESIGN		73%							53%					
HEALTHY COMM SYSTEMS	78%							78%						
INTRO SUSTAIN SYSTEM		71%		80%			93%		71%		80%			93%
INTRO TO OUTDOOR ED			79%							79%				
INTRO/CREEK WATERSHED RESTOR					64%							61%		
OAKLAND FOOD CULTURE				95%			100%				95%			92%
PRIN OF ECOLOGY LAB			95%	100%						95%	100%			
SOCIAL ISSUES IN AGRICULTURE		83%							83%					
SUSTAIN URB/REG PLNG						85%							85%	
URBAN AGRO ECOLOGY	93%				93%			81%				85%		
WATERSHED RESTR/GENL			55%							50%				
<b>Total Rates by Subject and Term</b>	<b>85%</b>	<b>80%</b>	<b>75%</b>	<b>85%</b>	<b>78%</b>	<b>85%</b>	<b>96%</b>	<b>81%</b>	<b>77%</b>	<b>74%</b>	<b>84%</b>	<b>73%</b>	<b>85%</b>	<b>92%</b>

## Student Success in Distance Education/Hybrid classes versus face-to-face classes: NA

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

Not applicable.

**Other program specific data.** Other data could include: departmental research via survey or special projects that significantly supports the

Not applicable.

## IV. Aligning Program Goals, Activities and Planning

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**Purpose:** In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

### 2015-2020 EMP Goals

#### **Foundations:**

1. *Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.*
2. *Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.*
3. *Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.*

#### **Career Technical Education:**

1. *Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.*
2. *Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.*
3. *Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.*
4. *Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.*

**Transfer:**

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

<u>Program/ department or unit Goal</u>	<u>Foundations</u>	<u>Transfer</u>	<u>CTE</u>	<u>How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?</u>	<u>Measurable Outcomes: Institution Set Standards and IE Goals</u>					
					<u>Successful Course Completion Rate</u>	<u>Retention Rate (F to F Persistence)</u>	<u>Degree or Cert. Completion</u>	<u>Transfer</u>	<u>Remedial Rate Math (Basic Skill Success)</u>	<u>Remedial Rate English (Basic Skills Success)</u>
					Curriculum: 1.Updating our classes to reflect current industry practices, and developing advanced degrees and certificates.			Goals 1, 2, 4	Hiring part-time faculty employed in the community agencies and organizations brings real-life examples and activities into the classroom, and provides opportunities to update the curriculum content to reflect current practices. This provides the opportunity for students to learn skills needed for employment. New degrees and certificates would support students by addressing the wide range of professional opportunities in this field.	X

<p>Assessment:</p> <p>1. Continue rebuilding the ENVMT program by restructuring with record keeping, assessment and faculty expansion, outreach and marketing.</p> <p>2. Continue to find more productive and constructive ways to engage in assessment dialogue with community and partners at the course, program and institutional level.</p>			<p>Goal 1</p>	<p>1.All but one instructor participated in maintaining accurate SLO Assessments for their classes All faculty assessments are current.</p> <p>2. Faculty recruitment included a new adjunct to teach at the Career Pathways program in OUSD Charter School. An additional new adjunct was recruited for ENVMT 42 to be taught Spring 2017 which unfortunately did not attract enough students. We are continuing to reach out to industry partners to enhance our students' future employment prospects.</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>			
<p>Instruction:</p> <p>1. Upgrade the Self Reliant House facility to reflect contemporary technologies, and to provide hands on experiential learning.</p> <p>2. Provide high quality instruction from teachers well versed academically and professionally.</p>			<p>Goal 2</p>	<p>Outdoor space received a clean up of weeds and debris to allow for development of new project space. More work is still needed to remove rusting and dilapidated equipment for better models of professional practices.</p>	<p>X</p>	<p>X</p>	<p>X</p>			
<p>Professional Development:</p> <p>Engage in ongoing professional development opportunities, maintain engagement in institutional efforts, and engagement with our community partners, and maintain currency in our</p>			<p>Goal 2,3,4</p>	<p>Adjunct faculty members continue to develop their professional skills through job-related training at their places of employment.</p>	<p>X</p>	<p>X</p>	<p>X</p>			

discipline.										
<p>Student Success, Student Equity:</p> <p>Increase diversity, improve access and increase awareness of career paths in our programs.</p>			Goals 1,2,3,4	<ol style="list-style-type: none"> <li>1. We promoted our courses with fliers and advertising in the local environmental community and through partners in the East Oakland area to reach out to a wider community of potential students.</li> <li>2. We have recruited an additional instructor active in Outdoor Afro, which increased visibility of our programs by populations not typically involved or aware of career paths our program areas.</li> <li>3. We partnered with Skyline High School in the Oakland Unified Public School system.</li> <li>4. Faculty also contacted campus instructors in related disciplines to explain the ENVMT program and provide welcoming to students who traditionally do not enroll in environmental courses.</li> </ol>	X	X	X			

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
  - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

**2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary**



The <b>Student Equity Plan, SSSP Plan, and Basic Skills Plans</b> outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

**\*S = SSSP, E=EQUITY, B=BASIC SKILLS**

*Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)*

**Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the *PLANNING* for 2017-2018.**

<b><u>Problem, Achievement Gap or Observation (data)</u></b>	<b><u>Activity/Intervention</u></b>	<b><u>Target Student Population</u></b>	<b><u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u></b>	<b><u>Relevant College Equity/SSSP/BS Goal</u></b>
Lack of program diversity.	We are partnering with MetWest and Skyline High School, Oakland Unified School District to develop career pathways for a more ethnically diverse population.	African American and Hispanic/Latinos	Increase diversity and enrollment of these populations. Four former students have now been hired by East Bay Regional Parks, two of which are of diverse heritage.	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
Industry observation: not enough skilled workers from diverse communities.	Continue to work with local parks to develop courses needed for their employees to gain needed skills.	Hispanic/Latinos	Increase job skills and fulfilling an industry need. Helping this population to obtain Degrees and Certificates.	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

Yes. The ENVMT program and facility are is urgent need up support and development.

**3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding:** In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Not Applicable

**Please report on the outcomes from 2016-2017 funding.**

<b><u>Plan</u></b>	<b><u>What was funded?</u></b>	<b><u>Was this part of a larger activity or initiative?</u></b>	<b><u>What need did this address?</u></b>	<b><u>What measurable outcome resulted in this funding?</u></b>
<b><u>Student Equity Plan</u></b>				
<b><u>SSSP Plan</u></b>				
<b><u>Basic Skills Plan</u></b>				
<b><u>Strong Workforce</u></b>				

4.

## V. Curriculum and Assessment Status

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**Purpose:** In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

### **Curriculum Review Plan**

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

#### ***Directions***

All department chairs, program directors, and full-time faculty members should have access to CurricuNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at [lfitch@peralta.edu](mailto:lfitch@peralta.edu).

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
ENVMT 1	Environmental Careers	X		
ENVMT 2	Introduction to Sustainable Environmental Systems	X		
ENVMT 2L	Principles of Ecology and Sustainable Systems Lab	X		
ENVMT 3	Social Issues in Agriculture			X
ENVMT 4	Agricultural Literature			X
ENVMT 5	Oakland Food Culture	X		
ENVMT 8	Introduction to Outdoor Education		X	
ENVMT 11	Sustainable Urban and Regional Planning	X		
ENVMT 12	Environmental Racism and Justice		X	
ENVMT 16	Introduction to Healthy Community Systems			
ENVMT 34	From Dams to Greywater: California Water Systems and Alternatives			X
ENVMT35	Introduction to Urban Agro Ecology	X		
ENVMT 35L	Urban Agroecology Lab	X		
ENVMT 40	From Tree to Sea: A Bay Area Environmental Cross Section		X	
ENVMT 41	Wildlife and Watershed Restoration Gardening		X	
ENVMT 42	Ecology, Culture and Stewardship of California Landscapes			X

ENVMT 44	Introduction to Creek and Watershed Restoration: General Aspects	X		
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Program Type	Program Name	2018-2019	2019-2020	2020-2021
Certificate of Proficiency	Environmental Management	X		
Certificate of Proficiency	Greening the Urban Environment			X
Certificate of Proficiency	Urban Agroecology		X	

## Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

\*\*\*\*\*

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
ENVMT 5 (Fall 2106)	Examine one's own cultural heritage in relationship to food and gardening.	<p>From the instructor:</p> <p>Here are the key statistics for the 6 worksheet assessments: #1, 9/26 – mean score was 71.3%; 6 F's and 6 A's. #2, 9/28 – mean – 94.5%; 1 F and 20 A's. #3, 10/10 – this assessment was more complicated because there two dissimilar parts to the activities on which the graded worksheets were based: Part A – mean – 56.75%; 8 F's and 4 A's. Part B – mean - 75.7%; 3 F's and 4 A's #4, 10/14 – mean – 56.6%; 11 F's and</p>	<p>The changes needed in response to the new insight were varied and challenging. In the context of serving as (in effect) a “visiting teacher” from Merritt College at MetWest HS, there were severe logistical challenges which strongly contributed to unstructured (or a little disorganized) lessons. For example, I was confronted by a situation in which I had only 5 minutes between the class of the prior teacher and my class, in which to load in lots of materials, organize</p>	

		<p>6 A's #5, 11/9 - mean – 93.3 %; 1 F and 20 A's #6, 11/14 – mean – 70.8%; 6 F's and 11 A's (These statistics will be meaningfully elucidated below, when examined in the light of the important insight gained quite late in the semester.)</p>	<p>everything and (often) plug in and set up media equipment. Working with the insight that structure (and optimal organization) are crucial for the success of traumatized adolescents, I worked quickly on the following: a) Time management: I arranged to arrive at school two hours before my class so that I could use the lunch period to set up and organize my lesson materials off to the side of the room. b) Over a month's time, I purchased two highly useful rolling tables which I now use one, to hold all our needed audio visual equipment, almost all connected and ready to go, and kept under a sheet off to the side. Now all I need to do is roll the table into place, finish just a few plug-ins, and the media equipment is ready to go. I use the second table to set up many other supplies in advance, often for a cooking or nutrition demonstration. This table too can be rolled off to the side, out of the way of the prior teacher, until it is my turn to teach my class. c) Finally, in order to guide and structure better note-taking and learning from video segments and/or my presentations on a topic, I borrowed from Chris Grampp a Merritt document camera. (Before Chris made that available, I had purchased a used overhead projector.) When I first set up and used the projector in class, the response from students was telling: at first, for a moment, they reacted with a</p>	
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			little sarcasm (“Oh great, are we back in elementary school now?”) But very quickly, when the projector allowed me to summarize and model good note-writing for the topic under discussion that day, the room became a lot quieter than usual because students were following my note-taking lead. I actually graded the notes students took that day, in a variation on the assessment tool described above. The results were telling: mean – 72.5%; 6 F’s and 10 A’s. Clearly heading in the right direction.	
ENVMT 5 (Spring 2017)	Knowledge of local food growing	From the instructor: I would recommend designating a separate time for personalized one to one or small group assistance with students who have difficulty doing the assignment.	Provide more time for the assignment. Have students turn in drafts, then give a period of time for making changes with personalized assistance and then resubmitting final versions.	In progress
ENVMT 2 (Spring 2017)	Analyze how American thought on ethics, politics, and economics has influenced U.S. environmental law and actions towards sustainability.	From the instructor: 80% of students attained an A or B in demonstrating proficiency on this exercise.	Instructor will request that my department purchases Vernier Probe sets for future classes.	In progress

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The Department Chairs meet with adjunct faculty meeting covering the following material:

- The purpose and importance of SLOs and PLOs
- Establishing a semester-by-semester schedule for getting SLOs done (including assigning each FT Faculty member a list of adjuncts for whom the FT Faculty are responsible for).
- Sharing what we've learned from SLOs and PLOs and how that knowledge has informed and changed our teaching.
- Long-range program planning with key ENVMT staff.

\*\*\*\*\*

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

FALL ASSESSMENT PLANNING TEMPLATE:

Fall 2017: ENVMT 35 (lecture) 35L (lab), SLO 2: Analyze major food distribution systems for their economy, ecology, and equity.  
Instructor: Grey Kolevson



# VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

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**Purpose:** In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

## **For CTE:**

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

Our Advisory Committee met on 2/9/17; 3/8/17; 4/26/17 and 5/31/17. The recommendations included:

- Support of a Green Jobs and internship Center
- Support of a degree program for ENVMT
- Support for a permanent faculty position for ENVMT
- Support for a student aide position for ENVMT.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

Not Applicable

3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

Not Applicable

## **For Counseling:**

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

**For Library Services:**

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			

Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions - Describe - (optional)			
Total circulation Transactions			

**For Student Services and/or Administrative Units:**

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
  
2. Briefly describe any changes that have impacted the work of your unit.

# VII. New Resource Needs Not Covered by Current Budget

**Purpose:** In this section, programs will document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence.

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
New full-time instructor for ENVMT	\$100,000 (?)	Yes, and never addressed	1. PCCD Goal: <u>B, C</u> 1. Merritt Goal: <u>B, C</u>	<p>The most urgent need in ENVMT is a new full-time instructor. Presently there is no such position – when Robin Freeman retired, his position was not refilled. Without a full-time instructor overseeing all aspects of the department, ENVMT has little chance of fulfilling its potential. The program could be one of Merritt’s flagship offerings, given the importance of environmental management in today’s workforce.</p> <p>A new full-time instructor could lead the way towards upgrading the ENVMT curriculum to respond to changes to the profession.</p> <p>A new instructor would give the department continuity.</p>	<p>A new instructor would establish stronger paths to awards and graduation for students.</p> <p>A new instructor could help students find work by matching curriculum to job skills and establishing connections to professional agencies and businesses.</p> <p>A new instructor could take charge of upgrading the Self-Reliant House, thereby</p>

				<p>A new instructor could devote many more hours to program development than could LANHT co-chairs.</p> <p>A new instructor could be the face of the program, and strengthen existing connections with the profession.</p>	<p>giving the program a sense of identity and serving as a model and lab for job-seeking students.</p>
Develop Natural History certificate, drawing from ENVMT, Biology, and Environmental Studies classes	\$5,000	No	<p>Curriculum:</p> <p>1.Updating our classes to reflect current industry practices, and developing advanced degrees and certificates.</p>	<p>The current ENVMT curriculum is in need of upgrades, as many of the classes were developed for a different economy. In discussions with VPI Jeff Lamb, Biology chair Arja McCray, Biology adjunct Brad Balukjian, and ENVMT co-chairs Laura Forlin and Chris Grampp, we have all agreed that this certificate would help connect ENVMT to similar departments, increase enrollments, and reflect a wider vision of the field than what currently is represented in the curriculum. See Section II, Program Goals, for additional details.</p>	<p>This transfer-friendly certificate would add an important scientific component to ENVMT, and increase student awareness of an opportunities in the field.</p>
Begin application for ENVMT associates degree program.	\$60,000	Yes	<p>Curriculum:</p> <p>1.Updating our classes to reflect current industry practices.</p>	<p>Our Steering Committee strongly supports our need for this position. Our facility is a teaching laboratory, and needs major renovation that could be coordinated by this position and at present we have no designated permanent staff devoted to monitoring and directing programs, adjunct faculty or facility upkeep</p>	<p>It will help bring our department up to the level and quality of other Merritt departments and programs. Supervision of Program and grounds will help educate students in principles of ecology, sustainability, and low-</p>

					impact design
Part-time Grounds Manager (20 hours/week)	\$45,000	Yes	<p>Instruction:</p> <p>1. Upgrade the current Self Reliant House facility to reflect innovative technologies and to provide hands on experiential learning.</p>	Our Steering Committee strongly supports our need for this position. Our external grounds are integral to many of our classes projects and program.,	It will help bring our grounds up to the level and quality of those in which our students will working after graduation. It will help educate students in principles of management, organization, and sustainable practices.
Student Aide (one per semester)	\$12,500	Yes	<p>Curriculum:</p> <p>Provide high quality instruction from teachers well versed academically and professionally.</p>	Our Steering Committee strongly supports our need for this position.	Greeting students, developing outreach posters and brochures, assisting with the Green Jobs Center are a critical part of our program, as they allow students to participate in the kind of work they will encounter in

\*New faculty and staff requests must be listed here.

**Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
GIS software	\$18,500	No	Updating our classes to reflect current industry practices.	Small group student focus group; trends in 4 year college natural resource departments	In seeking employment in environmental management, working knowledge is a major trend in hiring staff.
Two MacIntosh Computers	\$8,000	Yes	Updating our classes to reflect current industry practices	Maintaining current computer capability to utilize the Smart Classroom technology provides students with technology they will encounter in the field and their future professions. Currently faculty must use personal computers to interact with the Smart Classroom and the lens feature is accessible to	Using Smart Boards will improve access to relevant videos, development of ecological planning through additional visual and audio documentation and assist in designing environmental programs and displays through the use of the Smart Classroom

**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
<ul style="list-style-type: none"> <li>•enlarged classroom space</li> <li>• new and expanded storage facilities</li> <li>• pedestrian access and outdoor lighting</li> <li>• deep cleaning</li> <li>• expanded office space</li> <li>• complete renovation of grounds (clearing, grading)</li> <li>• renovated fences and gates</li> <li>• renovated locking system</li> <li>• mold/mildew removal</li> <li>• wooden porch, stairs and walkway replacement.</li> <li>• ADA compliant entrance and walkway into the facility</li> <li>• exterior painting</li> <li>• new roof</li> <li>• improved lighting to replace 40 year-old system</li> <li>• Chipper (for making mulch)</li> <li>• Walk-In cooler</li> <li>• Tissue culture lab</li> </ul>	<p>\$50,000 to \$500,000</p>	<p>Yes</p>	<p>Provide healthy and positive teaching space and utilizing space as a learning lab.</p>	<p>Applicable to our department Mission Statement: The Environmental and Technology program mission is to help students attain knowledge, skills, and broad-based outlooks needed to succeed as professionals, as stewards of the land, and as responsible citizens. To accomplish these goals the program provides open access to educational programs, internships, and community outreach in a diverse and culturally rich learning environment.</p>	<p>Providing a safe and healthy classroom will help bring our department up to the level and quality of the businesses in which our students will be seeking employment after graduation.</p>




**Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Professional development funds for faculty.	\$6,500	Yes	Professional Development: Engage in ongoing professional development opportunities, maintain engagement in institutional efforts, and engagement with our community partners, and maintain currency in our discipline.	With new faculty position, staff will need to update knowledge and skills related to rapidly changing innovations in restoration, ranger/naturalist programming, green business practices and agro ecology trends.	This request will benefit students and other adjunct faculty by providing information on new trends in the field.

## Signatures

*Discipline, Department or Program Co-Chairs*

Chris Grampp  
 \_\_\_\_\_  
*print name*

  
 \_\_\_\_\_  
*Signature*

10-17-17  
 \_\_\_\_\_  
*Date*

Laura Forlin

*print name*



*Signature*

10-17-17

*Date*

*Dean*

Jason Holloway

*Print name*

*Signature*

*Date*