

De Anza College
ESCI 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 feedback provided by the RAPP members is helpful in refining the long-term vision for Environmental Sciences at De Anza. As was communicated in the ESCI Comprehensive Review submission, this area struggled with a lack of full-time faculty. Thankfully, a position to hire was awarded and the hiring process began in Fall 2024.

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

A full-time ESCI faculty position was approved by the college to help with the needs presented in the 2023 Comprehensive Program Review..

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 two goals presented for ESCI in the 2023 Comprehensive Program Review were enhancement of our Stewardship Network and continuation of our Environmental Projects. Since the submission of the review, faculty and staff continue to maintain and strengthen relationships with organizations. This is supplemented by faculty committing professional development leave to volunteer work in the local environmental sector to develop a more expansive network and framework.

Environmental Projects have always existed in ESCI. Since the CPR in 2024, area focus has been on the Monarch Butterfly and pollinator project. As debate over the status and potential listing of Monarch butterflies to the United States Endangered Species Act, department staff and faculty work to educate students through hands on activities to connect with the importance of nature. From Spring 2024 through winter break (prior to the start of Winter 2025 quarter) 174 monarch caterpillars were nurtured and released in the Kirsch Center gardens.

This past year students in the First Year Experience 2024-2025 ESCI lecture course learned about the monarch life cycle by observing and engaging throughout the quarter. Teaching faculty incorporated the science of monarch butterflies into class content. With help from the department lab assistant, the students learned how to locate, identify, and collect specimens.

They became stewards of the butterflies; they nurtured them by feeding them fresh water and milk week collected from the Kirsch Center gardens until they completed their metamorphosis into butterflies. The students then released them into the gardens. Monarch butterflies are important social and cultural symbols that are significant to students. Through these activities students learn the complex connections between humans and nature. Fall quarter is perfect for monarch integration to supplement the Kirsch Center dia de los Muertos altar.

Although the 2023-2024 FYE cohort ESCI lecture students did not get to experience the monarch project, they were able to experience macroinvertebrate analysis and water quality assessment using the Environmental Studies Area pond. After the pandemic the ESA was

limited but in Fall 2023 it opened for student access. In addition to learning the water analysis and assessment procedures in lecture and simulations, students were able to learn and practice hands on Environmental Science using the college outdoor space. This strengthened their field skills in preparation for collaborating with South Bay Clean Creeks Coalition to test the same criteria in the Los Gatos creek.

Another historical Environmental Science program that was revived in Summer 2024 was the Environmental Science Study Abroad course. Part time faculty stepped up to teach abroad in Ecuador, taking students to the Galapagos for the experience of a lifetime.

Through participation in the FYE program, faculty began re-establishment of the foundational elements needed to strengthen the ESCI Stewardship Network. During the time ESCI faculty participated in FYE, students who expressed interest upon completion of the program were offered special projects to assist and peer mentor the next cohort of students. This allowed faculty to work closely with interested students interested in pursuing transfer in ESCI. Many students have successfully completed their transfer to universities. This opportunity is expected to continue and expand in the next academic year.

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.

Based on feedback provided by the RAPP committee members, there are no changes to our goals.

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?

The new faculty hire will greatly benefit the department. Other requests made by the department were impacted by the lack of faculty. Increase and expansion of requests will increase after the new faculty hiring is completed. At this time most of the resources requested by ESCI are those needed for the students to engage in lessons in our outdoor learning areas and within the Kirsch Center.

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

Resources received in the past year have supplemented the learning of disproportionately impacted students. As previously mentioned, there has been strong faculty engagement and integration of the FYE cohort program.

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)

Learning Outcome (SLO, AUO, SSLO)	Utilize the scientific method to demonstrate the role of scientists and the public to analyze the consequences of human actions on the physical, biological, and cultural world.
Method of Assessment of Learning Outcome (please elaborate)	Students will be creating a slide deck and video presentation based on their chosen topic. Your presentation will cover background information and current news/information on the topic. You must scour the peer-reviewed journals and reputable science news/information sources. Your presentation should include how your topic is relevant to the life of your fellow college student as well as touch on the ethics and integrity in both academic and non-academic settings surrounding your topic. Since all the topics are different, this will look a bit different for each student. For example, if my topic were water access in the United States, my portion on ethics/integrity would cover how marginalized communities are treated, such as those affected by the Flint Water Crisis or Standing Rock. I would use reputable sources that I would cite, not just my personal opinion. All presentations must be professional and at the level appropriate for a college-level course. Make sure that your coverage of the topic is not overly basic. You must try to inform and engage your fellow students about your topic.
Summary of Assessment Results	Of the 37 students documented in this assessment 43% exceeded, 24% met, 3% approached, and 29% did not meet the expectations of the SLO.
Reflection on Results	The bulk of students met or exceeded expectations.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Will continue to encourage students to start early and iterate

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

8. Dean Manager Comments:

The ESCI department has struggled these past few years after the resignation of a FT faculty in 2020. Failure to hire a replacement in a timely manner has resulted in loss of enrollment. We have dedicated and passionate PT faculty but their schedules teaching at multiple institutions has affected their ability to dedicate much time to the non-teaching side of the department – curriculum, budget and resource planning etc. We are grateful to RAPP for granting us a hire this past year and we are in the process of hiring and hope to have a faculty in place by Spring quarter. Our goal will then be to regain enrollment and revitalize the program.