Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Environmental Studies
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Environmental Studies (03020)
  5. Authority Code: 43-Dean, Health & Environmental Sciences
  6. External Regulations: Yes _ No X
  7. Provide a brief narrative that describes the instructional program/discipline.

The mission of the Ohlone College Department of Environmental Studies is to prepare students to be active participants in shaping a sustainable future. By fostering student understanding of how human society and the environment are interwoven, our program emphasizes the benefits of the triple-bottom line - promoting stewardship of the earth, fostering innovation for a strong economy, and respect, value and equity for the lives of all living things.

8. Describe how the program specifically serves students, faculty and staff.

Environmental Studies Program offers courses that cover a range of topics of interest to a variety of students. ENVS 101, 107, 108 and 141 meet Ohlone College Plan A, Area I. ENVS 103, 105, 107, 108, and 109 meet Area II. ENVS 103 and 105 meets Area VI. ENVS 104 and 108 are UC/CSU transferable and offer pathways to an associate degree, continuing education, and job skills. Students look at real world environmental challenges and work locally to affect change, benefiting the college and surrounding community.

9. Describe how the program addresses current needs and applies current technologies.

The way our society currently functions is unsustainable. The only way to maintain the proper functioning of earth’s life-sustaining processes is to change the way things are done. Environmental Studies addresses today’s social, environmental, and economic problems by helping students develop critical thinking and other skills necessary to bring about change. Furthermore, many of our planet’s problems will be resolved through the development, innovation, and use of technology such as IT, renewable energy, fuel cells, and green chemistry. The development of these environmental solutions will fuel increases in jobs, economic growth, and a healthier environment.

The Bureau of Labor Statistics (Occupational Employment Statistics) has identified the largest growth area in the solar industry will be in the areas of solar design, installation and sales. ENVS 104 offers solar photovoltaic installation and design. Solar sales and installation and energy efficiency are
offered through contract education.

10. Discuss the impact of the program on the college and/or other programs.

ENVS emphasize "hands-on and experiential learning." Student projects often require going outside of the classroom and interacting with the campus community. For example, in some courses students have done projects that require collaboration with facilities, other students, and professors in other departments. Students working to improve recycling on campus had to work with facilities, purchasing, and each department on campus to agree to cooperate on separating recyclables. During the 2012-2013 academic year, ENVS will further collaborate with Bio Tech to conduct soil sample experiments in the Urban Farm Research Lab. Additionally, ENVS has been in conversations with director of RT and RN programs to possibly do some guest lecturing between disciplines.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The Environmental Studies program works collaboratively with established community agencies, local high schools and workforce development to educate and train the future workforce in current and future green jobs and technology.

- College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. Vision Statement
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. Core Values, Goals & Objectives:
     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We value trust, respect and integrity.
     - We practice innovation and actively encourage risk-taking and entrepreneurship.
     - We demonstrate stewardship for our human, financial, physical and environmental resources.

     **College Goals/Objectives**
     2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
        1. By 2011, produce a local strategic plan for Career Technical Education to
include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

5. **Lead and educate the community in environmental sustainability.**

   1. By 2013 employ sustainability principles in all college facilities and operations using the President Climate Commitment as a guideline.

   2. By 2015 educate students, staff and community about the value of sustainability using the framework of the California Smart Growth Initiative as a model and having 75% of the Ohlone employees annually sign the college’s green pledge.

   3. By 2012 support innovation in sustainability and environmental friendliness by providing professional developmental opportunities and fiscal resources through the Ohlone Foundation Sustainability Endowment.

   4. By 2011 model environmental sustainability in all college policies, procedures, and practices through adherence to board policy 6650 and board regulation 9.2.3.3 Environmentally Preferred Purchasing Procedures.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

    The Environmental Studies Program supports the college mission and vision by offering transfer and career technical education courses to the public. The program is constantly innovating to adjust to the needs of the market and workforce. We are constantly developing new courses (such as advanced solar PV, Solar thermal, solar sales and green buildings) which came about from our assessment of global energy needs.

5. **Briefly describe how the program supports selected college goals.**

    The ENVS program is an identified CTE program, housed in the Health Science and Environmental Studies Division. The Environmental Studies Program supports multiple college goals by offering degree credit courses as well as career technical services. We educate students in emerging energy technologies and green careers which promotes local economic vitality and a sustainable future. We are working with New Energy Faculty Forum, Silicon Valley Leadership Group, Workforce Initiative Board, Ohlone One Stop, Mission Valley R.O.P, and the local high school Green Academy.

6. **Briefly describe how the program supports selected college objectives.**

    ENVS is one of the identified Ohlone College CTE programs. ENVS actively
promotes, educates, trains and engages current students, faculty, displaced workers and industry in "green technology" as well as green business practices meeting goal #2.

ENVS meets also meets goal #5. The ENVS faculty and program leads by example. The program sponsors Earth Week events, educating students, faculty and staff regarding green principles. The planting of the Urban Garden demonstrates an example of a sustainable and organic garden. The garden is supported by Waste Management, demonstrating how waste can be turned into usable materials.

- Program SLOs & Assessment
  1. Program SLO -

  Recognize the social, economic, and environmental impacts of humans on earth, and identify sustainable solutions to these environmental problems.

  a. Indicate program assessment strategies used.
     i. Rubrics
     ii. Department Testing
     iii. Other

     Research paper, oral presentation, and field trip.

  b. Describe the criteria and standards used to appraise student work.

     Students must earn passing grades on assessments and assignments, attend class, and contribute to discussions, projects, and engage in critical thinking.

  c. Enter assessment results and analyze student success in achieving this program SLO.

     Fall 2012 - ENVS 103 and ENVS 108 - Students and faculty graded oral presentations using oral rubrics. 100% succeeded in meeting SLO needs. See attached*

     ENVS 108 - Fall 2011, students showed a 20.8% improvement in their ecological footprint, with 87.5% of students shrinking their resource use.

     ENVS 108 - Spring 2012, students showed a 16.6% improvement in their ecological footprint, with 92.5% of students shrinking their resource use.

  d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

     Adding new discussions to reflect changes and new data in environmental sciences.

  e. Future Action (Improvements)

  2. Program SLO -
Gain experience with a variety of environmental field and laboratory techniques that will emphasize different fields of environmental studies.

a. Indicate program assessment strategies used.
   i. Performance Assessment
   ii. Department Testing
   iii. Vendor or Industry certification examination
   iv. Other

   The standard A to F grading scale will occur.

   Students will demonstrate proper safety protocol, and be capable of achieving certain objectives for each class.

b. Describe the criteria and standards used to appraise student work.

   This SLO is well aligned with ENVS 104: Solar Voltaic Installation and Design, ENVS 106: Wind Energy, and ENVS 142: Environmental Biology.

   Students have the ability to take the NABCEP certification after they complete ENVS 104. North American Board of Certified Energy Practitioners.

c. Enter assessment results and analyze student success in achieving this program SLO.

   ENVS 104 is offered every Fall, ENVS 106 is offered every spring, ENVS 142 is offered year round.

   ENVS 104 and ENVS 106 have not been assessed, ENVS 142 will be assessed in the Fall 2012.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Changes to curriculum and teaching/learning strategies will occur after data is collected.

e. Future Action (Improvements)

3. Program SLO -

Apply an understanding of science and ecological principles to modern life so students may critically analyze and understand information affecting the environment.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Department Testing
iii. Other

Research paper, oral presentation, and field trip.

b. Describe the criteria and standards used to appraise student work.

Students must earn passing grades on assessments and assignments, attend class, and contribute to discussions, projects, and engage in critical thinking. The standard grading scale of A to F will apply.

c. Enter assessment results and analyze student success in achieving this program SLO.

This SLO is aligned with ENVS 101 and ENVS 107. These courses are offered once a year. ENVS 101 will be put into rotation to be assessed in the Fall 2012, ENVS 107 will be put into rotation to be assessed in the Fall of 2013.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Revisions will occur as a result of assessment data collected.

e. Future Action (Improvements)

4. Program SLO -

Discuss and describe how current, past, and future resource use and environmental policy have affected the health of the environment.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Skills Assessment
   iii. Department Testing
   iv. Vendor or Industry certification examination

b. Describe the criteria and standards used to appraise student work.

The quizzes and exams will be graded using the standard A to F scale.

Oral presentations will be assessed using a rubric. Students and faculty both assess presentations.

c. Enter assessment results and analyze student success in achieving this program SLO.

This SLO is best aligned with ENVS 102, 105, and 109.

ENVS 105 will be assessed in Fall 2013.
ENVS 102 and 109 will be assessed in Spring 2013.
During the Spring 2012 semester 103 and 108 are being assessed. The other courses will fall into the cue.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Revisions will be made as results of assessments are discovered.

e. Future Action (Improvements)

- **SLO Matrix**

  **Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level**

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<thead>
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<th>Course</th>
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- **SLO Matrix Comments**

  There is no one capstone project at this point of time in the ENVS division. However, several course such as ENVS 103 and 108 require students to present oral presentations. ENVS 104 has students demonstrate the assembly of a solar photovoltaic system. ENVS 106 has the students conduct experiments using wind technology.

- **Course SLO & Assessment**

  **ENVS 108 Human Ecology**

  1. Recognize the major components of the earth's systems and how they function
  2. Assess and apply ecological concepts to understand society’s impact on the world’s natural resources
  3. Critically examine all sides of environmental issues and apply understanding of ecological principles to create informed opinions about how to live
  4. Recognize the benefits of living sustainably and becoming a responsible global citizen.
  5. Gain hands-on experience working on an environmental issue on campus.
  6. Recognize the important effects of political, economic, social, and educational forces on environmental protection
  7. Examine individual impacts on global resources and recognize the patterns of unequal distribution of resources worldwide

  Indicate planned course assessment strategies
**Rubrics**

**Department Testing**

**Indirect Assessment:** Survey, Focus Group Discussion, Interview

**Describe the criteria and/or performance standards used to appraise student work.**

Student oral presentations are scored via peer review and faculty review utilizing a matrix.

Quizzes, homework and exams are grades using the standard A to F scale.

**Enter assessment results and analyze student success in achieving course SLOs.**

ENVS 108 - students and faculty graded oral presentations using oral rubrics. 100% succeeded in meeting SLO needs. See attached*

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Improvements will be made after analysis of student presentations. Improvements will be made during school year 2012-2013.

**Future Action (Improvements)**

Maintain current student learning plan

**ENVS 103 The Environment and Human Health**

1. Demonstrate the link between healthy ecosystems (air, water, and land), different cultures, and healthy human populations.
2. Identify specific types of environmental dangers common in both the built and living environment.
3. Compare and contrast the way different cultures perceive, utilize, and impact the environment.
4. Analyze the effectiveness of environmental policy, environmental history, and social movements in protecting human health.
5. Examine how cultural shifts in modern and historic societies have had both positive and negative impacts on the environment and human health.

**Indicate planned course assessment strategies**

**Rubrics**

**Department Testing**

**Indirect Assessment:** Survey, Focus Group Discussion, Interview

**Describe the criteria and/or performance standards used to appraise student work.**

Student oral presentations are scored via peer review and faculty review utilizing a matrix.

Quizzes, homework and exams are grades using the standard A to F scale.

**Enter assessment results and analyze student success in achieving course SLOs.**

ENVS 103 - students and faculty graded oral presentations using oral rubrics. 100% succeeded in meeting SLO needs. See attached*
Describe revisions in curriculum or teaching strategies implemented to promote student success.

Improvements will be made after analysis of student presentations.

Improvements will be made during school year 2012-2013.

Future Action (Improvements)

ENVS 101 Natural Resource Management
1. Identify the main players in natural resource management policy formation, policy process history, policy evolution, and recent policy developments, both at the local, state, and federal level, as well as in the private and public sectors.
2. Define natural resources.
3. Analyze case studies that demonstrate the importance of natural resource policy, major natural resource and environmental regulations, and the current issues in private and public natural resource management.
4. Apply scientific and environmental concepts in studying the environment.
5. Assess the preservation of natural resources and the potential impact of societies overusing natural resources.

Indicate planned course assessment strategies

Rubrics
Department Testing
Indirect Assessment: Survey, Focus Group Discussion, Interview

Describe the criteria and/or performance standards used to appraise student work.

Student oral presentations are scored via peer review and faculty review utilizing a matrix.

Quizzes, homework and exams are grades using the standard A to F scale.

Enter assessment results and analyze student success in achieving course SLOs.

Will need to add this data after the oral presentations later in December 2012.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Will be made after the above assessments have been reviewed.

Future Action (Improvements)

- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:

     Continue to grow, add courses, and add students to the major. Actively promote certificate and degree completions by identifying declared majors and encouraging success. Advertise student certificates in syllabi. Continue outreach to community and seeking outside funding sources.
2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Ongoing analysis demonstrates:

Fall 09: 86.13% retention

Spring 10: 80.77% retention (online 72.22% retention)

Summer 10: 90.91% retention (online 81.82% retention)

Spring 2011 90.72 retention rate.

Fall 2011 had a potential for 204 students and 216 attended classes. This demonstrates an increase of 5.5%.

Spring 2012, fill rate 80%.

Fall 2012, predicted fill rate 83%.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

ENVS currently has a good foundation of equipment for teaching our courses. However, expansion of the program and subsequent growth of courses that examine building performance and home energy efficiency will require additional equipment for teaching and learning.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

We currently use our staff, equipment, and facilities to their fullest. However, expansion of the program into GIS, building performance and home energy will require additional resources and staff.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

7. Future Action

   Current levels of student achievement indicators maintained.
Program Analysis
After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. Describe program achievements and successes.

   in 2010 One student graduated with AA.

   in 2011 Two students have certificate in Environmental Stewardship.

   Expanded program to include sustainable agriculture, wind, green buildings.
   In the Spring of 2013 we hope to add environmental policy and management.

   In 2011-2012 we continue to offer courses which meet the AA/AS degree and certificates of accomplishment. We will continue to slowly roll out new curriculum which will enhance student success.

   Even though we have only had two certificates and two AA degrees granted to date, ENVS 101, 107, 108 and 142 meet Plan A Ohlone College Area I. ENVS 103, 105, 107 and 108 meet Area II, ENVS 108 meets Area IV and ENVS 103 and 105 meet Area VI. Also ENVS 104 and 108 meet Plan B Area B 2.

   In 2011 the Bureau of Labor Statistics (Occupational Employment Statistics) indicated the largest growth in the solar industry will be in solar design, installation and sales.

   In 2012, the program now has over 41 declared majors.

   In 2012, With the help of faculty, several students will be filing paperwork for certificates and the AA/AS degrees.

   CTE - the department has been active with several colleges in the area, DOL, workforce programs, training in students in the field of building performance, energy efficiency, solar sales, and solar installation.

   The department has goals to create a certificate program in building performance and solar PV and solar thermal.

   In 2012, students in ENVS 104 - Solar PV, will do an actual live install with Grid Alternatives in Castroville, CA.

2. According to the evidence, what are the areas needing improvement?

   Continue to collaborate and align with industry standards. Work in collaboration with Bay10 community colleges to offer complimentary course offerings.

   Continue to implement our internal three year roll out of curriculum.

   Work on building internships and stronger ties for students to get work.
Comply a list of job resources.
Continue to implement our internal three year roll out of curriculum.

- **Program Improvement Objectives:**
  1. **Objective:**
     Create a database where students can obtain access to potential internships, employment, and volunteer opportunities, allowing them to apply their knowledge towards gainfull employment.
     
     a. **Action Plan**
        
        Year 1:
        
        reenergize the advisory committee to help identify internships, employment, and volunteer opportunities.

        
        Year 2:
        
        Launch.

        Year 3:
        
        Access and update the success of the program.

     b. **Staffing**
        
        Year 1:
        
        Student Sustainability Coordinator, and IT.

        
        Year 2:
        
        Launch.

        Year 3:
        
        Review and assess, make changes as needed.
c. Equipment (Include items that fit under department budget codes)
   Year 1:
   Laptops, external hardrive, and server.

   Year 2:
   SWOT analysis to determine successes.

   Additional supplies and materials as needed.

   Year 3:
   Additional supplies and materials as needed.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   SMART classroom technology, and instructor laptop.

   Year 2:
   Same as year 1, with maintenance and upgrades as needed.

   Year 3:
   Same as year 1 and 2 with a SWOT analysis for any program needs.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   None.
Year 2:
None.

Year 3:
None.

f. Other (Include other resources needed)
Year 1:
Assistance with webpage and data management. Additional Funding from Fund 10 or Perkins for supplies, materials and unplanned items.

Year 2:
Meetings with local industry experts to assist with program development, design and ongoing educational validity.

Year 3:
Meetings with local industry experts to assist with program development, design and ongoing educational validity.

g. Assessment Plan: List Assessment Strategies
Year 1:
Hard to assess student outcomes or success. Would like to have structures in place and ready to go in Fall 2013.
Year 2:
Review of budget regarding personnel, material, and equipment.

Year 3:
SWOT analysis to review successes and student outcomes.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:
Ohlone College ENVS program will be positioned to respond to current and expected job market in the renewable energy, building and clean sector.

5. Lead and educate the community in environmental sustainability.
Rationale:
The NCSHT is a Platinum LEED building. Leading by example, Ohlone College is well positioned to become the "center for learning" in all that is GREEN and RENEWABLE.

2. PIO Assessment
a. Enter assessment results with analysis.
No results currently available, will access in Fall 2013.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
No results currently available, will access in Fall 2013.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
No results currently available, will access in Fall 2013.

d. Future Action

1. Objective:
Expand upon renewable energy coursework at the Newark Campus to give students "hands" on experience with new and expanding renewable energy
technologies, through the use of outdoors labs.

a. Action Plan
   Year 1:
   Work with buildings and grounds to create the plan to investigate the need for permits, design, foundation, and other yet identified needs.

   Year 2:
   To continue to assess and adjust year one plan of action.

   Year 3:
   Analyze success of course offering.

b. Staffing
   Year 1:
   Facilities, grounds, and purchasing to assist with project and IT support as needed. Faculty and TA's.

   Year 2:
   Facilities, grounds, and purchasing for maintenance and support.

   Year 3:
   Same as year two.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   Building structure, wind turbine, electrical needs, and lab materials for course work. Laptops for use to monitor and instruct coursework.

   Year 2:
   Analyze success.

   Year 3:
   Additional supplies and materials as identified from year two analyze.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
Laptops to support wind turbine, curriculum, and faculty.

**Year 2:**
Maintenance and upgrade as needed.

**Year 3:**
Analyze program success and program needs.

e. **Facilities (Include items that fit under the Facilities budget codes)**
   - **Year 1:**
     Buildings, grounds, and facilities support to design, construct, and maintain wind turbine and possible interaction with grid. Assistance with permits as needed.

   - **Year 2:**
     On going support needed for wind turbine.

   - **Year 3:**
     As year two.

f. **Other (Include other resources needed)**
   - **Year 1:**
     Funding from fund 10 for other materials and supplies as needed.

   - **Year 2:**
     Meeting with industry to validate education offering.

   - **Year 3:**
     Continue to evaluate student success.

g. **Assessment Plan: List Assessment Strategies**
   - **Year 1:**
     Test the level of student understanding of wind turbine renewable energy generation.

   - **Year 2:**
Review budget regarding materials, equipment, and staffing needs.

Year 3:
Industry round-table to evaluate and adapt program as needed.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:
Ohlone College ENVS Program is well positioned to respond to current and future jobs in renewable and sustainable energy.

5. Lead and educate the community in environmental sustainability.

Rationale:
NCHST is a platinum building. Ohlone College will be the center for learning/excellence in all that is green and sustainable.

2. PIO Assessment
a. Enter assessment results with analysis.

This PIO was just written. We wish to purchase a Wind Generator to enhance the wind class.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

not applicable

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

not applicable at this time.

d. Future Action

• Outside Review Results 03/12/2012
1. List each team members name and title.

Narinder Bansal, Assistant Professor
Jeff Watanabe, Associate Professor

Gale Carli, Dean

2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

- **Attached Files**
  1. Presentation_Rubric_Group_Delta_ENVS108.doc
  2. envs103_spring_2012_slo_in_a_box1.docx
  3. Presentation_Rubric_Group_Climate_ENVS108.doc
  4. Presentation_Rubric_Group_Environment_ENVS108.doc
  5. Presentation_Rubric_Group_Forest_ENVS108.doc
  6. Presentation_Rubric_Group_Fresh_Water_ENVS108.doc
  7. Presentation_Rubric_Group_Lake_ENVS108.doc
  8. Presentation_Rubric_Group_Ocean_ENVS108.doc