

Program Review Executive Summary Template

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using this template format.

<p align="center">Institution Name: Rose State College</p> <p align="center">Program Name and State Regents Code: Earth and Environmental Science (1522 & 0392)</p> <p align="center">List Any Options: Atmospheric Science, Geology, Earth Science Education, Quality/Safety, Science & Analytical and Natural Resources</p> <p align="center">Date of Review: 11/15/2019 Recommended Date of Next Review: 2029</p>	
<p>Centrality to Institutional Mission:</p> <p>Courses and programs in the Department of Earth and Environmental Sciences expose students to the fundamentals in environmental science, geology, and meteorology, all in the context of a modern earth-systems-science approach. This interdisciplinary science degree program focuses on helping students prepare for a wide range of possible career paths.</p>	
<p>Program Objectives and Goals:</p> <ol style="list-style-type: none"> 1. Preparing students to transfer to a four-year college or university to pursue a degree in Environmental Science, Geology, Atmospheric Science, Industrial Safety, or other STEM related field 2. Providing students of all majors with courses that fulfill the general education requirements in science for their specific program of interest 3. Providing a higher education program in Earth and Environmental Science that fosters lifelong learning to a diverse population. 	
<p>Quality Indicators Such As:</p> <ul style="list-style-type: none"> - Student Learning Outcomes - Effective Teaching - Effective Learning Environments - External Curricular Evaluation - Capacity to Meet Needs and Expectations of Constituencies 	<ul style="list-style-type: none"> • Student Outcomes: Students are successfully completing the course work of the program options under the Earth and Environmental Science Program. They are transferring these degrees to 4 year institutions. Articulation agreements have also been set in place. • Effective Teaching: Students evaluate the faculty and the faculty in turn perform a self-evaluation for administrators and their constructive criticism. All of these evaluations consistently result in high performance and satisfaction ratings. Adjunct faculty are periodically evaluated by the full time faculty and the Associate Dean.

	<p>Some of the faculty have been guest lecturers, subject matter experts for the media, sat on debate panels and also received awards for their teaching abilities.</p> <ul style="list-style-type: none"> • Students experience small class sizes which provide for more individualized instruction. Classrooms are equipped with multimedia to assist in effective teaching. Students also have the ability to seek tutoring or visit the instructor's office hours. Laboratory equipment is maintained by the lab assistant and new lab equipment is purchased when needed. • External Curricular Evaluation: The Earth and Environmental Science Program participates with the Oklahoma Regents for Higher Education Course Equivalency Project to align course to determine student needs, expectations and transferability of the A.S. degree. There are also articulation agreements with the 4 year transfer institutions in the state (University of Oklahoma, Oklahoma State University, University of Central Oklahoma and East Central University). • Capacity to Meet Needs and Expectations of constituencies: Our first constituent is the student and the college has developed statistically relevant student satisfaction surveys which are meant to determine student needs and expectations. Many of the courses taught in the Earth and Environmental Sciences Program are General Education requirements that the students need for graduation. We offer courses for majors and non-majors to better serve the student.
<p>Productivity for Most Recent 5 Years</p>	<p>Number of Degrees: 7.2 Number of Majors: 60</p>

<p>Other Quantitative Measures Such As:</p> <ul style="list-style-type: none"> - Number of Courses for Major - Student Credit Hour in Major - Direct Instructional Costs - Supporting Credit Hour Production - Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum - If available, information about employment or advanced studies of graduates of the program over the past five years - If available, information about the success of students from this program who have transferred to another institution 	<ul style="list-style-type: none"> • 15 Courses for Majors with a 5 year average of 2,265 student credit hours. • Instructional Salaries \$10,186, Adjunct Salaries \$2,630, Classified Staff Salaries \$144, Benefits \$5,117, Supplies & Operational Expenditures \$312 and Travel \$0 are the mean averages over 5 years. • The 5 year average of supporting credit hour production is 2106 hours. • Steve Carano (full time tenured), Daniel Ratcliff (full time tenured), Carl Pedersen (Adjunct), Rachel Miller (Adjunct), Molly Pattullo (Adjunct), April Moreno-Ward (Adjunct), Fenton Rood (Adjunct), Amanda Kis (Adjunct), Dean Carlberg (Adjunct) and Stephanie Andres (Lab Technician) • Of the 303 students sent to the clearing house, 171 were found, of those 118 students transferred to another institution. Of those 118 students, 42 students graduated from their institution, giving the Earth and Environmental Science Program a 36% graduation success rate.
<p>Duplication and Demand</p>	<ul style="list-style-type: none"> • Address Duplication: Other community colleges in the state do offer some aspect of this degree. However, Rose State College Earth and Environmental Science degree is a path for many different options that are not available at other state community colleges. This program allows for more diverse degree options and growth in the college community • Address Demand: The Earth and Environmental Science degree program exceeds the productivity indicator requirements set by the Oklahoma State Regents for Higher Education. Courses within the program are offered at different times to afford a diverse student population opportunities to earn a degree. Additionally, we have articulation agreements with many state universities.
<p>Effective Use of Resources</p>	<ul style="list-style-type: none"> • In 2018 the Geoscience Program and the Environmental Science Program were combined to create the Earth and Environmental Science Program. With the \$22 million capital improvement project, the old Health and Environmental Science Building is now called the STEM Building. This logistics move, was meant to keep all of our students in the program, together, in one centralized location on campus. The Earth and Environmental Science program now has adequate space to grow with

	<p>better support for our students. All classrooms have multimedia, Wi-Fi access and laboratory space for better instruction. The Special Services Office provides counseling and disability services for both students and staff. Additional services include Early Alert for student retention, Testing Center, STEM Lab and Tutoring. All instructors use the Learning Management System called Canvas, which allows for both on-line, traditional and hybrid courses. The Earth and Environmental Science program has also procured private funds and grants to help aid different and exciting ways of instruction.</p>
<p>Strengths and Weaknesses</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Highly qualified faculty members in the Earth and Environmental Science Program, as well as support staff, within the Engineering and Science Division have a diverse educational and research background. • Administration, at both the division and institutional level, is supportive of the STEM curriculum, and recognizes the need to recruit and retain quality faculty with resources as needed. • Faculty are willing to implement innovative learning techniques inside and outside the classroom. Some examples include, hands-on learning, case studies, modeling, field days (visiting geological/environmental phenomenon and operational meteorological environments) and research projects. • Partnerships and articulation agreements transfer to the state universities. • Facilities are well equipped by using technology funds to assist in student learning. • All classes, labs, and offices are co-located on the third floor of the STEM Building with a total of three lecture halls and one laboratory dedicated to the Earth and Environmental Science classes.

	<p>Weaknesses:</p> <ul style="list-style-type: none"> • The current lab pay rate of 0.57 hours/lab hour lags behind the lab compensation in Oklahoma's community colleges. An increase of teaching lab pay rate in order to make it comparable to other colleges in Oklahoma can ensure attracting qualified instructors. • Pay rate increase for adjunct faculty compared to other community colleges in Oklahoma. • Students are entering college with inadequate math, writing skills and basic knowledge of Earth and Environmental science. • Students do not always declare a major which will hinder them from being properly mentored. Students also don't take courses in the recommended sequence. Therefore, they will end up in course where they do not have the prerequisites or they are on a path that is not setting them up for success. • Economic environment, especially in the Geosciences, has made students leery of majoring in a science where the local energy companies have had fluctuations in hiring or laying off employees.
<p>Recommendations</p>	<ul style="list-style-type: none"> • Increase majors and graduates by promoting enrollment through proper advisement. Actively engage students to improve success and retention. Maintain relationships with the state universities for articulation. • Hire one (1) more full time faculty that can teach both Geology & Environmental Science • Continue to reach out to elementary schools, middle schools and highs schools about STEM degrees by either inviting them to campus or visiting them at their schools for recruitment. • Increase lab pay rates to retain faculty and bolster a positive workplace environment. • Continue to seek external partnerships and grants to foster the current educational environment.

Program Review Summary Template

3.7 Academic Program Review

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The Rose State College Earth and Environmental Science Program aligns with the vision and goals of the college in three key areas:

1. Preparing students to transfer to a four-year college or university to pursue a degree in Environmental Science, Geology, Atmospheric Science, Industrial Safety, or other STEM related field;
2. Providing students of all majors with courses that fulfill the general education requirements in science for their specific program of interest; and
3. Providing a higher education program in Earth and Environmental Science that fosters lifelong learning to a diverse population.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The full time Earth & Environmental Science faculty develops, routinely reviews, and updates curriculum in their program. Some of the courses in the program have applied the Oklahoma State Regents Course Equivalency Project to facilitate the Comprehensive Action Plan to improve student transfers. In 2018 the Geoscience Program and the Environmental Science Program were combined to create the Earth and Environmental Science Program. This action was made to create a more robust program and includes three-degree options in Environmental Science which are Quality/Safety, Natural Resources, and Science & Analytical and three-degree options from Geoscience which are Atmospheric Science, Geology, and Earth Science Education. Additionally, this was a logical pairing due to the logistics of the programs being located together on the third floor of the STEM building.

A. Centrality of the Program to the Institution's Mission: *(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

Courses and programs in the Department of Earth and Environmental Sciences expose students to the fundamentals in environmental science, geology, and meteorology, all in the context of a modern earth-systems-science approach. This Interdisciplinary science degree program focuses on helping students prepare for a wide range of possible career paths.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The Rose State College Earth & Environmental Science degree program provides students with the analytical skills and scientific knowledge to expand and apply critical thinking to all facets of learning. The expected program outcome is to provide a comprehensive lower division education for students who plan to transfer to a baccalaureate degree program.

Atmospheric Science Option-Upon completion, the graduate will be able to:

1. Demonstrate a solid foundation in geology, math, and related sciences appropriate for students transferring to a four-year institution.
2. Demonstrate an understanding of how basic atmospheric science principles and how they relate to observations made.
3. Display an understanding of scientific inquiry, scientific methodology, application of critical thinking, use of technology, writing and oral communication skills.
4. Recognize and use appropriate resources from literature and the scientific community.
5. Understand how atmospheric sciences apply to the many facets of society.

Earth Science Education Option-Upon completion, the graduate will be able to:

1. Demonstrate a solid foundation in math and sciences appropriate for students transferring to a four-year institution.
2. Demonstrate an understanding of basic scientific principles and how they relate to observable features.
3. Demonstrate an understanding of how science applies to many facets of society.
4. Display an understanding of scientific inquiry, scientific methodology, application of critical thinking, use of technology, writing and oral communication skills.
5. Recognize and use appropriate resources from literature and the scientific community.

Geology Option-Upon completion, the graduate will be able to:

1. Demonstrate a solid foundation in geology, math, and related sciences appropriate for students transferring to a four-year institution.
2. Demonstrate an understanding of how basic geologic principles and how they relate to observable features.
3. Demonstrate an understanding of how geology applies to many facets of society.
4. Critically analyze theories regarding the formation of Earth and the materials that make it up.
5. Display an understanding of scientific inquiry, writing, and oral presentations.
6. Recognize and utilize appropriate resources from scientific literature.

Environmental Quality/Safety Option-Upon completion the graduate will be prepared to:

1. Understand and apply principles of environmental media, chemistry, waste management and health and safety concepts.
2. Integrate information from across the scientific disciplines and apply these concepts to complex environmental problems.
3. Collect and interpret scientific data in both field and lab settings.
4. Design experiments by applying critical thinking and scientific methodology to various inquiries.
5. Effectively communicate to diverse audiences using written, oral, and graphic methods.

Natural Resources Option-Upon completion the graduate will be prepared to:

1. Understand and apply principles of the natural components of environmental media and man's impact upon their quality.
2. Integrate information from across the scientific disciplines and apply these concepts to complex environmental problems.
3. Collect and interpret scientific data in both field and lab settings.
4. Design experiments by applying critical thinking and scientific methodology to various inquiries.

Science and Analytical Option-Upon completion the graduate will be prepared to:

1. Understand and apply principles of zoology/microbiology, chemistry, physics, and math that are relevant to natural systems and environmental processes.
2. Integrate information from across the scientific disciplines and apply these concepts to complex environmental problems.
3. Collect and interpret scientific data in both field and laboratory settings.
4. Design experiments by applying critical thinking and scientific methodology to various inquiries.
5. Effectively communicate to diverse audiences using written, oral, and graphic methods.

B.2. Quality Indicators (including Higher Learning Commission issues):

Quality Indicators used will be Student Outcomes, Effective Teaching, Effective Learning Environments, External Curricular Evaluation and the Capacity to Meet Needs and Expectations of Constituencies.

Student Outcomes: Students are successfully completing the course work of the program options under the Earth and Environmental Science Program. They are transferring these degrees to 4 year institutions. Articulation agreements have also been set in place.

Effective Teaching: Students evaluate the faculty and the faculty in turn perform a self-evaluation for administrators. All of these evaluations consistently result in high performance and satisfaction ratings. Adjunct faculty are periodically evaluated by the full time faculty and the Associate Dean. Some of the faculty have been guest lecturers, subject matter experts for the media, sat on debate panels and also received awards for their teaching abilities.

Effective Learning Environments: Students experience small class sizes which provide for more individualized instruction. Classrooms are equipped with multimedia to assist in effective teaching. Students also have the ability to seek tutoring or visit the instructor's office hours. Laboratory equipment is maintained by the lab assistant and new lab equipment is purchased when needed.

External Curricular Evaluation: The Earth and Environmental Science Program participates with the Oklahoma Regents for Higher Education Course Equivalency Project to align courses to determine student needs, expectations and transferability of the A.S. degree. There are also articulation agreements with the 4 year transfer institutions in the state (University of Oklahoma, Oklahoma State University, University of Central Oklahoma and East Central University).

Capacity to Meet Needs and Expectations of Constituencies: Our first constituent is the student. The college has developed statistically relevant student satisfaction surveys which are meant to determine student needs and expectations. Many of the courses taught in the Earth and Environmental Sciences Program are General Education requirements that the students need for graduation. We offer courses for majors and non-majors to better serve the student.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2015	67	11
2016	70	9
2017	61	4
2018	56	5
2019	46	7

Total	300	36
Average	60	7.2

B.4. Other Quantitative Measures:

b.4.a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

Courses	2015	2016	2017	2018	2019
ENSC 2113	1/6	1/9	1/8	1/9	1/3
ENSC 2123	1/8	1/10	1/10	1/6	1/7
ENSC 2191	1/2	1/4	1/4	2/5	1/3
ENSC 2233	1/10	1/11	1/13	1/4	1/9
ENSC 2403	1/7	1/5	1/5	1/2	1/3

GEOL 1121	1/4	1/4			
GEOL 1123	1/6	1/5			
GEOL 1124		1/4			1/1
GEOL 2002		1/6			
GEOL 2801		1/5	1/1		
METR 1313		1/4	1/4	1/4	
METR 2113					1/4
METR 2123	1/3	1/3		1/4	1/3
METR 2802	1/3	1/3		1/4	1/3
METR 2901	2/3	1/3		1/4	1/3

(number of courses / enrollment)

b.4.b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Year	2015	2016	2017	2018	2019
1000 level	1993	2158	2224	2310	2095
2000 level	122	144	109	104	68
Total Cr. Hrs.	2115	2302	2331	2414	2163

b.4.c. Direct instructional costs for the program for the review period:

Instructional Salaries	\$10,186
Adjunct Salaries	\$2,630
Classified Staff Salaries	\$144
Benefits	\$5,117
Supplies & Operational Expenditures	\$312
Travel	\$0

Figures are mean averages over the last 5 years.

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

	2015	2016	2017	2018	2019
ENSC 1101	7/61	7/80	7/85	7/64	7/67
ENSC 1103	63/1242	66/1389	69/1557	69/1620	78/1482
GEOL 1114	20/153	16/111	12/72	8/66	8/45
METR 1121	2/32	2/36	2/21	2/31	2/29
METR 1123	15/432	18/456	18/453	24/495	27/453

(number of credits/credit hours generated)

b.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Steve Carano (full time tenured)	B.S. Operational Meteorology, B.A. Journalism and M.S. Geosciences	Mississippi State University, University of Oklahoma and Mississippi State University
Daniel Ratcliff (full time tenured)	B.S. Wildlife & Fisheries Ecology and M.S. Environmental Science	Oklahoma State University
Carl Pedersen (Adjunct)	B.S. Biology, B.S. Biology Education and M.S. Natural Resources Management	University of Steven's Point, Southwest Minnesota State University and North Dakota State University
Rachel Miller (Adjunct)	B.S. Geology and M.S. Environmental Geology	SUNY Oswego and Rutgers University
Molly Pattullo (Adjunct)	B.S. Geology and M.S. Geology	Arkansas Tech University and University of Tennessee
April Moreno-Ward (Adjunct)	B.A. Classics and M.S. Geology	Texas Tech University and University of Texas at Arlington
Fenton Rood (Adjunct)	B.A. Geography and Masters of Public Health	University of Oklahoma
Amanda Kis (Adjunct)	BS Mathematics, MS Meteorology and PhD Meteorology	University of Wisconsin, University of Oklahoma and University of Oklahoma
Dean Carlberg (Adjunct)	B.S. Chemistry and M.S. Environmental Science	Old Dominion University and University of Oklahoma
Stephanie Andres (Lab Technician)	B.S. Chemistry	Oklahoma State University

b.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Records show that 118 students transferred to another institution to continue their studies. Information about employment is not available.

b.4.g. If available, information about the success of students from this program who have transferred to another institution:

According to the National Student Clearinghouse, there were 118 students that transferred to another institution and 42 (36%) went on to earn a higher degree.

Sent	Found	Transferred	Graduate from Transfer
303	171	118	42 (36%)

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that

duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

Address Duplication: Other community colleges in the state do offer some aspect of this degree. However, Rose State College Earth and Environmental Science degree is a path for many different options that are not available at other state community colleges. This program allows for more diverse degree options and growth in the college community.

Address Demand:

The Earth and Environmental Science degree program exceeds the productivity indicator requirements set by the Oklahoma State Regents for Higher Education. Courses within the program are offered at different times to afford a diverse student population opportunities to earn a degree. Additionally, we have articulation agreements with many state universities.

According to the Bureau of Labor Statistics:

Employment of atmospheric scientists, including meteorologists, is projected to grow 8 percent from 2018 to 2028, faster than the average for all occupations. The best job prospects for atmospheric scientists will be in private industry. Atmospheric scientists need a bachelor's degree in atmospheric science or a closely related field for most positions.

Employment of environmental engineering technicians is projected to grow 9 percent from 2018 to 2028, faster than the average for all occupations. Employment in this occupation typically is tied to projects created by environmental engineers. State and local governments' concerns regarding water availability and quality should lead to efforts to increase the efficiency of water use. Typical degree level for this occupation is an associate's degree.

Employment of environmental science and protection technicians is projected to grow 9 percent from 2018 to 2028, faster than the average for all occupations. Environmental science and protection technicians should have good job prospects overall. Environmental science and protection technicians typically need an associate's degree or 2 years of postsecondary education, although some positions require a bachelor's degree.

Employment of environmental scientists and specialists is projected to grow 8 percent from 2018 to 2028, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists. Environmental scientists and specialists need at least a bachelor's degree in a natural science or science-related field for most entry-level jobs.

Employment of geological and petroleum technicians is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Demand for natural gas is expected to increase demand for geological exploration and extraction in the future. Geological and petroleum technicians typically need an associate's degree or 2 years of postsecondary training in applied science or a science-related technology.

Employment of geoscientists is projected to grow 6 percent from 2018 to 2028, as fast as the average for all occupations. The need for energy, environmental protection, and responsible

land and resource management is projected to spur demand for geoscientists in the future. Geoscientists need at least a bachelor's degree for most entry-level positions.

- b.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Rose State College (RSC) is an open enrollment institution in a diverse community that provides students equitable access to a college education. These degree paths within the Earth and Environmental Science degree program transfer not only the general education requirements but also the program requirements with articulation agreements to many state universities. RSC sets students up for success at the university level. Additionally, 36% of Rose State students that transferred to other institutions, did graduate.

- b.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Many of the options in this degree program mainly transfer to the baccalaureate degree at the university. However, some options, allow the student to find jobs with the Associates in Science degree. Some of these jobs could include, emergency management, water & wastewater operators, environmental science technician, environmental engineering technician, petroleum technician, and/or teaching assistant.

- b.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

The Earth and Environmental Science Program at RSC is not mandated for services or intellectual property. It is not a program outcome. However, we have written grants to enhance the classroom teaching.

- b.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Students are allowed to explore STEM related courses which can spark an interest in pursuing a science degree. The faculty in this program have extensive knowledge and experience in this degree program. Many of the faculty enrich the community by spending their own time in public speaking and promoting the college. Additional time is spent by the faculty and staff volunteering to support science fairs, quiz bowls, demonstrating STEM projects and other community service activities.

- b.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Earth and Environmental Science program meets the demand for the traditional and non-traditional delivery methods for courses. We have face-to-face, on-line, 8 week fast track, hybrid; day and evening courses in the fall, spring and summer sessions. This program also offers Interactive Television (ITV) courses for concurrent high school students and students within the Department of Corrections.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

In 2018 the Geoscience Program and the Environmental Science Program were combined to create the Earth and Environmental Science Program. With the \$22 million capital improvement project, the old Health and Environmental Science Building is now called the STEM Building. This logistics move, was meant to keep all of our students in the program, together, in one centralized location on campus. The Earth and Environmental Science program now has adequate space to grow with better support for our students. All classrooms have multimedia, Wi-Fi access and laboratory space for better instruction. The Special Services Office provides counseling and disability services for both students and staff. Additional services include Early Alert for student retention, Testing Center, STEM Lab and Tutoring. All instructors use the Learning Management System called Canvas, which allows for both on-line, traditional and hybrid courses. The Earth and Environmental Science program has also procured private funds and grants to help aid different and exciting ways of instruction.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Increase Productivity	-Promote enrollment through proper advisement -Actively engage students to improve success and retention -Maintain relationships with the universities for articulation	ongoing
Full Time Faculty hired for Geology & Environmental Science within the program	-As allowed by Rose State College budget	Fall 2020

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Earth & Environmental Science	Engineering & Science Division	Rose State College
Expand program (# of students)	Continue to increase majors	Continue to increase majors	
Maintain program at current level	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reduce program in size or scope	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reorganize program	Choose an item.	Choose an item.	Choose an item.
Suspend program	Choose an item.	Choose an item.	Choose an item.
Delete program	Choose an item.	Choose an item.	Choose an item.

Department/
Program Head

(Signature)

Date

Dean

(Signature)

Date