

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2019

Name of Person Submitting Request:	Tatiana Vasquez on behalf of the Science Division
Program or Service Area:	Architecture, Biology, Chemistry, Environmental Science, Geography, Geology, Nursing, Oceanography, Physics, and Psychiatric Technology
Division:	Science
Date of Last Program Efficacy:	SP 16 (GEOL, ENV SCI, and OCEAN) and SP 15 (GEOG); SP17 (Biology)
What rating was given?	Continuation
Amount Requested:	\$15,000 to be shared among departments
Object Code:	5611 (bus or van rental)
Object Codes Object Code Guidelines	
State specifically how this budget will be used:	Vehicle Rental Fees for Outdoor Classroom and Allied Health Site visits
Strategic Initiatives Addressed:	Student Access, Student Success, and Provide Exceptional Facilities
Strategic Directions + Goals	

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time ☐

Ongoing ☒

Does program or service area have an existing budget? Yes ☒ No ☐

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes ☒ No ☐

If yes, what are they: Selected departments have limited 5611 budgets while others do not.

1. Provide a rationale for your request (Give a detailed explanation of why this budget increase is needed.)

This is a growth request to supplement existing inadequate funding for bus and van rental fees. This request is to meet the needs of multiple departments within the Science Division: Architecture, Biology, Chemistry, Environmental Science, Geography, Geology, Nursing, Oceanography, Physics, and Psychiatric Technology. **We are requesting an ongoing \$15,000 budget augmentation to fund immersive outdoor classroom activities and allied health site visits each semester.** The outdoor classroom is an integral component of the curriculum for nearly all Science Division departments. While Biology, Environmental Science, Geography, Geology, and Oceanography students analyze a variety of outdoor physical processes, Architecture, Chemistry, Nursing, Physics, and Psychiatric Technology students conduct necessary site visits necessary for fostering extended learning opportunities in their prospected professions. **Site visits provide tangible, hands-on opportunities for students to understand abstract concepts, professional liability and regulatory issues, and accreditation/licensure requirements.** Immersive outdoor classroom experiences are embedded in the CORs of the corresponding departments. Outdoor activities improve student engagement, access, success, and equips our students with the skills they require to succeed (Kuh et al 2008, Journal of Higher Ed) and enter the labor force. Moreover, the bus or van provides a **mobile classroom** where topics are discussed en route from one site to another, thereby extending and enhancing the learning experience. Because bus companies employ **professional drivers**, this mode of transportation is **much safer** than students driving their own vehicles.

Many of our students have serious transportation constraints that otherwise prevents participation in curricular activities outdoors. The San Bernardino-Riverside MSA is one of the most socioeconomically disenfranchised regions in the US. Many of our students do not have their own transportation which leads to the exclusion of their participation. Thus their success in the course has immediate negative effects. The institution must foster equity with these curricular needs. **Funding this augmentation has a three-fold impact: supports activities of the current Science curriculum, enhances student equity, and enhances professional skills for students in transfer and certificate career pathways.**

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

Almost every Department has had a growing number of sections (up by at least 2%) for the past five academic years (EMP for Nursing, Geology, Geography, Biology, Architecture, Chemistry, etc), and some of these departments have observed a growth of 10-60% (EMP Biology, Geography, Geology). For the growing sections, the outdoor classroom is an essential component of the COR. Many of the current EMP reports state that a program goal is to "increase transfer and AS-T/AS degrees" and "increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education". Page 14 of the spring 2015 Geography and GIS Program Efficacy document states that, "Additional [field trip] funding has been made available through special, **intermittent one-time funding vehicles**. However, these programs are ephemeral by nature and [the Geography Department seeks] more stable [field trip] funding platforms." Our EMP documents include goals that aspire to increase certificates and degrees, successful transfer into four-year degree programs, successful entry into the labor force, and accreditation/licensure requirements.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

Kuh et al (2008) showed that student engagement, critical thinking, and student success in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by persistence between the first and second year of college (Journal of Higher Ed. 79 (5)). "Immersive experiences have been shown, for instance, to foster interconnections and emotional linkages to nature that can be effective in promoting learning and engagement" (McCauley 2017, Science 358).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program plans to support those costs.

Bus and van rental (transportation) costs generally increase every year.
The Science departments have been growing without additional support for an already insufficient funding in object code 5611.

5. What are the consequences of not funding this budget request?

- Failure to meet the Departments' curricular goals (in COR)
- Insufficient preparation for upper division and professional school as we have reduced parity with "native" university students in transfer majors' courses.
- Decreased safety, limited site access,
- Low student equity and anemic student engagement.
- Failure to meet accreditation standards and failure to accommodate underserved students.

