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| **Geology** | **Date: 12/02/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Sean Figg** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   The enrollment in the geology program has remained steady during the previous year. It continues to be around ten students below other year averages, but the campus on a whole is experiencing a decline in enrollment. The census load remains steady at 84.3% and the WSCH contact hours have even grown slightly, which is a positive for the program. With the retirement of Jim Pesavento, the number of courses taught by adjuncts did increase, rising from 12% in 2013-1214 to 17% during the 2014-2015 academic year. Success and enrollment rates were very interesting for the previous academic year. Overall, the success rate increased by a full percent, now at a comfortable 76%. While day rates increased a healthy climb in success rates 74.9% to 77.4%, evening courses experienced a decline. Both evening and day classes experienced a decline in an enrollment with evening classes down 19 students in total. Overall, retention rates are still much higher than in previous years. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   During the 2015-2016 academic year, the geology program will update and revise the SLO’s for GEOL 110: The Geology of National Parks. New SLO’s will be put in place and evaluated during the spring semester when the course is offered. During the fall semester, nearly all of the SLO’s and assessments for the geology program have been added or updated in the new Tracdat website. The geology program is now focused on replacing out-of-date SLO’s and keeping current with the assessment timelines. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   Increase in the newly implemented AS-T degree continues. More and more students call and set up appointments to discuss the program. As the AS-T develops and word spreads, enrollment will continue to increase. Last year, the geology department gained a trinocular polarizing microscope. This is essential in showing students rocks and minerals on a microscopic scale. To fully immerse students in the process of geology processes and thin sections, additional equipment and the necessary facilities will be required down the line. The expansion of the GEOL 195 Regional Field Courses continues. The ground work has been completed and all sections are in CurricUNET and in the course catalog. One field course was run during Spring 2015 with great success. The program has even expanded our day class offerings and hired a bright new adjunct, who has received high praise from students and colleagues.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Many of the goals of last year remain the same. These goals include finding new ways to incorporate interactive technology and active learning strategies into the classroom. Publishing companies are offering more ways than ever to bring virtual field trips and increasingly impressive animations into the classroom. The implementation of the revised GEOL 195 curriculum has helped with the repeatability and allowed the program to emphasize field work which has always been a struggle in previous years. Going forward, the geology program wants to continue to get students involved with the practical and hands on aspect of geology, including field work, using microscopes, and eventually rock cutting and thin section creation. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   Statewide, including all areas, over 9,000 job openings are projected. Breaking those numbers down specifically, over 1,300 of those jobs are at entry level geoscience positions, 300 include geologic and petroleum engineering, 400 jobs in the mining sector, and of course a large number of jobs in the rapid growing sector of oil and natural gas. At a more local level, around 200 entry level geology jobs are projected an increase from the 2014-2015 projection. Geologists with a Bachelor’s degree have an annual salary of around $50,000. As the drought continues, hydrology and environmental consultants are also a rapid growing area. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Goals 1 and 3 were initially met in the 2014-2015 academic year. They continued to be improved upon. The AS-T degree (goal 1) is launched, and the program still finds ways to integrate new ways and counseling techniques to make the transfer process as smooth as possible. Many of the SLO’s for the geology courses are being evaluated and updated as well to reflect the more modern version of the degree offerings at Palomar College. Goal 3, which dealt with the GEOL 195 Regional Field studies, has also been implemented. The course materials have been launched and the upcoming courses to be offered are in development. The incorporation of new technology and equipment into the classroom in continually ongoing. Obtaining the new trinocular polarizing microscope and camera attachment is a big step forward in this regard. This will allow the display of microscopic thin sections to the entire geology classroom. However, with the new laptops available to us from the previous year and access to new software hands on learning in the classroom could take major strides forward. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **Layered Earth Geology** | **600010** | **1,2** | **1.6,1.9** | **Layered Earth Geology is interactive software with enhanced visualizations, animations, and computer simulations. This software will add another component to active learning through technology into the classroom.** | **$500** |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** | **Rock/ Mineral Samples** | **400010** | **1,2** | **1.9** | **Providing samples is an ongoing process. We are still in need of several samples that are essential for student learning and success. In geology lab samples are required for demonstrative purposes (crystal habit, cleavage planes, ect…) and experimental purposes (student mineral testing) which wears rocks and minerals down to where they need to be replaced.** | **$300** |
| **c2.** | **Increase Printing Funds** | **400010** | **1.3** | **1.9** | **Printing is essential for student involvement in lecture, lab, field trips, and field courses. Handouts for guided learning are used for each field trip and field course. These handouts help illustrate the complex geology process such as the stratigraphic formations, interaction of plate tectonics, mechanisms of faulting just to name a few. The upcoming field trips/courses will also require an increase in printing materials.** | **$500** |
| **c3.** | **Maps and Poster Board** | **400010** | **3** | **1.9** | **The upcoming geology field studies course GEOL 195: Geology of the Colorado Plateau will require several supplies. The course has not been run since 2006 and is need of updated figures and maps. These materials will allow instructors to have enlarged handouts to facilitate group learning and initiate discussions.** | **$240** |
| **c4.** | **Geologic Maps** | **400010** | **3** | **1.9** | **The upcoming geology field studies course GEOL 195: Geology of the Colorado Plateau will require several supplies. The course has not been run since 2006 and is need of updated figures and maps. Acquiring updated and new geologic maps will be essential for instructor and student learning.** | **$160** |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  | **500010** |  |  |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | **Maps and Poster Board** | **400010** | **3** | **1.9** | **The upcoming geology field studies course GEOL 195: Geology of the Colorado Plateau will require several supplies. The course has not been run since 2006 and is need of updated figures and maps. These materials will allow instructors to have enlarged handouts to facilitate group learning and initiate discussions.** | **$240** |
| **2.** | **Geologic Maps** | **400010** | **3** | **1.9** | **The upcoming geology field studies course GEOL 195: Geology of the Colorado Plateau will require several supplies. The course has not been run since 2006 and is need of updated figures and maps. Acquiring updated and new geologic maps will be essential for instructor and student learning.** | **$160** |
| **3.** | **Layered Earth Geology** | **600010** | **1,2** | **1.6,1.9** | **Layered Earth Geology is interactive software with enhanced visualizations, animations, and computer simulations. This software will add another component to active learning through technology into the classroom.** | **$500** |
| **4.** | **Rock/ Mineral Samples** | **400010** | **1,2** | **1.9** | **Providing samples is an ongoing process. We are still in need of several samples that are essential for student learning and success. In geology lab samples are required for demonstrative purposes (crystal habit, cleavage planes, ect…) and experimental purposes (student mineral testing) which wears rocks and minerals down to where they need to be replaced.** | **$300** |
| **5.** | **Increase Printing Funds** | **400010** | **3** | **1.4** | **Printing is essential for student involvement in lecture, lab, field trips, and field courses. Handouts for guided learning are used for each field trip and field course. These handouts help illustrate the complex geology process such as the stratigraphic formations, interaction of plate tectonics, mechanisms of faulting just to name a few. The upcoming field trips/courses will also require an increase in printing materials.** | **$500** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**