

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Geology
Department Name:	Earth, Space and Environmental Sciences
Division Name:	Math, Health, and Natural Sciences

Please list all participants in this Program Review:

Name	Position
Sean Figg	Associate Professor, Geology

Number of Full Time faculty	1	Number of Part Time Faculty	2
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Please list the Classified positions (and their FTE) that support this discipline:

ADA 20%, Instructional Assistant IV 10%

What additional hourly staff support this discipline and/or department:

N/A

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Geology Program at Palomar College consists of the study of the dynamic processes that shape Earth. Geology incorporates a multidisciplinary approach to describe and solve a variety of problems, including those related to human interaction with natural systems, geologic hazards, and resources. The mission of this program is to develop the fundamental geologic knowledge and instill skills for lifelong learning in a constantly changing regional, global, and scientific community. The program strives to provide high quality, field-orientated educational opportunities in science for a diverse student

population to fulfill general education requirements or fulfill transfer requirements for California universities, ultimately leading to careers in geoscience related fields.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

N/A

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Data shows that a total of 550 students enrolled in the geology program during the 2016-2017 academic year. Fall of 2016 recorded a total of 228 students with a fill rate of 85.77%. While this appears as a significant decline compared to the 100% fill rate of fall 2015, this difference can be attributed to the addition of an extra section of geology 100. With a possible 260 seats only 228 seats were filled. While this seems like a dire figure, the remarkable retention rate of 92% and success rate of 77% is encouraging. The spring data also shows a discrepancy due to the offering of Geology 150: Dinosaurs and Earth History lecture and lab, an amazing 335 seats were available in spring 2017. Despite the large increase in seats available, the fill rate was very similar with only a 2% difference between spring 2015 and 2016. The geology program has seen an increase in the FTES from 23.07 to 24.66 from fall 2015 to fall 2016, and from 23.93 to 28.26 from spring 2015 to spring 2016. The large increase in spring likely reflects the increase and diversity in course offerings represented that semester. The WSCH/FTEF, while on a rise since 2013, has remained fairly consistent since fall 2015, remaining around 512. A similar trend can be seen in the retention rates (92%) and success rates (77%), which remained relatively constant over the past three years. The information pertaining to number of degrees given is not available; however, it is common for many geology majors to complete most of the AS-T degree and transfer without completing the degree. Several students transferred to SDSU last semester in such a manner, and several more are set to graduate in spring of 2018. As the geology program continues to rebuild, data demonstrates that geology is a promising program with a diversity of classes such as GEOL 150 and GEOL 110 that continue to gain popularity. The annual spring field courses continue to draw significant attention and should be expanded to attract additional FTES.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:

70%

Why?

We agree with the institutional standard of 70%, and 70% is also the threshold used to assess our course and program student learning outcomes. Since 2014 the geology program success rate has traditionally been 75 % or higher.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

Two of my proudest moments came just recently with both centered on student success rates. One of the students to graduate from the geology program when I first arrived at Palomar Community College graduated from Humboldt University last spring. Last month I received an email overflowing with her excitement after getting her first “real” geology job. She works for a consulting company in the Inland Empire and excitedly evaluates geologic materials at construction sites. My second moment occurred by chance, running into a former student as I was returning from a conference. This returning adult student took geology 100 just for fun. While in my course, he often talked about a lifelong goal, biking across the United States, a feat that he now has accomplished twice. During our chance meeting in the Philadelphia airport, he told me that during his journey he always stopped and explored the surrounding geology. He plate tectonics in the mountains of Colorado and the effects of glaciers on the landscapes of Maine. These stories showed me just what an impact the geology courses at Palomar can have on major and non-major students alike.

4. Program Improvement:**What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

Last year there was a focus on developing/updating the curriculum for the Geology 150: Dinosaurs and Earth lecture and lab in addition to getting the appropriate supplies. The creation of the Geology/Biology Field course to Catalina Island also was a focal point. Both courses were well received and will only get better each time they are offered. This year the focus is on the expansion and continued development of the GEOL 195 Field Courses, and the recruitment of students into the geology classes. While the enrollment in the geology 100 has been consistent WSCH/FTEF could be increased. Effective marketing of the geology course offerings will increase student enrollment in the program, bringing more students into the classrooms, field courses, leading to more students receiving an AA or AS-T degree.

5. Unanticipated Factors:**Have there been any unanticipated factors that have affected the progress of your previous plan?**

There are few options for adjuncts in the geology department. Previous adjuncts have become unavailable and current ones are facing schedule conflicts. After some scheduling difficulty, it became apparent the geology department needed to increase the adjunct pool to ensure that all classes can be covered.

6. SLOACs:**Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

Students are performing above the required specification, maintaining an average of 74% on most SLO's for Geology 100. After the last SLO facilitators meeting, it became apparent each geology course has too many SLO's to effectively manage (six to eight for each course). The SLO's for each geology course will be evaluated, modified, or deactivated to create more manageable assessments. It also became apparent that SLO's for courses offered every two years need updating.

PART 3: PROGRAM GOALS**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an “X” the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
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Address the issue of GEOL 150 lab materials and general supplies.		X	
Additional development and creation of existing GEOL 195 field courses.		X	
Create a series of Geology 197: Special Topic courses		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Additional development and creation of new GEOL 195 field courses.
Strategies for implementation	Develop curriculum and assemble resources for new GEOL 195 field courses
Timeline for implementation	2020
Outcome(s) expected (qualitative/quantitative)	Students will be able to experience and investigate geologic features and processes in a greater number of regional settings such as Catalina Island and the North West Coast.
Goal #2	
Program or discipline goal	Modify the Student Learning Outcomes (SLO'S) for geology courses into a more manageable number
Strategies for implementation	Evaluate, modify, and deactivate SLO's for each course in the geology program
Timeline for implementation	2018
Outcome(s) expected (qualitative/quantitative)	Creation of a more manageable set of SLO's for the geology program and the acquisition of data for GEOL 110 a course offered every two years.
Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Wing Cheung
Date	11/7/2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

ANNUAL PROGRAM REVIEW AND PLANNING

Reviewed by Dean	
Reviewer(s)	Margie Fritch
Date	March 13, 2018
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Student success in this program. Goals are appropriate.	
2. Areas of Concern, if any:	
3. Recommendations for improvement:	

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/18/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Great mission statement 2. Program analysis is superb- great use of data and analysis – outstanding 3. Student success stories are my favorite proud moments also. 4. Goals are also well done 5. Overall well done report- well written, data integrated well, excellent work 	
2. Areas of Concern, if any:	
a. SLO section needs a bit more specificity- see rubric	
3. Recommendations for improvement:	