



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Earth, Space, and Environmental Sciences

**Discipline Name**  
Geology (GEOL)

**Department Chair Name**  
Wing Cheung

**Division Name**  
Mathematics, Science and Engineering

**Website address for your discipline**  
<https://www2.palomar.edu/pages/geology/>

#### **Discipline 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 life-long 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.

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

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
No

**List all degrees and certificates offered within this discipline.**  
Geology (AS)

Geology (AS-T)

**Please list the names and positions of everyone who helped to complete this document.**

Sean Figg, Associate Professor of Geology, Program Coordinator

**Full-time faculty (FTEF)**

1

**Part-time faculty (FTEF)**

2

**Classified & other staff positions that support this discipline**

Brenda Morris- ADA

**Additional hourly staff that support this discipline and/or department**

## **PROGRAM INFORMATION**

### **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

The geology program SLO's are designed to relate to all of the sub-fields in geology (Geochemistry, Hydrology, Paleontology, etc...). SLO's such as Mineral/Rock Identification, Interpret Geologic Structures/Processes, and Tectonic/Geomorphic Synthesis relate to numerous concepts across all sub-fields. This ensures that geology students will have a competent foundation of geologic knowledge regardless of the sub-field they wish to pursue once they leave the program at Palomar College. Students that meet these assessments are prepared for entry-level geology positions.

The majority of students that declare geology for a major aim to transfer to four year universities. SLO's such as Communication of Geologic Concepts, Geologic Application of the Scientific Method, and Transfer Skills ensure adequate preparation for transfer. These are designed to increase student success after transfer as students delve deeper into more complicated geologic concepts.

Higher level learning objectives build upon these fundamental concepts; the solid foundation students obtain at Palomar College enable student success for transfer or future careers.

**Describe your program's plan for assessing program learning outcomes.**

Each SLO is assessed on a three-year rotational basis. SLO's that are not met are assessed the following semester. If multiple instructors record classes are not meeting the criteria for certain SLO's, they are reevaluated and instructors in the geology program (full and part-time) meet to discuss improving the instructional methods. Assessments are broken up between Fall and Spring semesters. The assessment methods used by the geology program is a mixture of embedded test questions, sample identification, interpretation of diagrams, essays/papers, and field investigations. Since Palomar's student body is so diverse, multiple assessment methods are needed for multiple learning styles.

**Summarize the major findings of your program outcomes assessments.**

Students are performing above the required specification, maintaining an average of 74% on most SLO's for GEOL 100. Students enrolled in course such as GEOL 110, GEOL 150, and GEOL 195 had a higher percentage rate of meeting SLO's requirements than those in GEOL 100.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

Most of the students enrolled only in lecture met the SLO criteria with scores between 70-74%, while those enrolled in lab scored around 83%. The difference in student performance has increased when compared to previous years as lab curriculum has been updated and SLO results are reviewed and alterations made on a more consistent basis.

GEOL 110 and GEOL 150 are rotational courses, they alternate with one course being offered every spring. Some of the SLO's for these courses were out of date, likely due to a miscommunication on which specific SLO's needed to be assessed. This has been addressed by the geology program and now operates on a set schedule for assessment.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

The SLO's for the geology support at least one aspect of Palomar's GE/ILO's. Most connect across several GE/ILO's. For instance, the Earthquake SLO relates to ILO2A, ILO 3 (A,B,C), ILO 4 (A,B,C) and Foundational Knowledge. Everyone of the geology SLO's relates to oral and visual communication along with foundational knowledge. Being able to understand and explain geological concepts is a main goal of the program.

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

Everyone of the geology SLO's relates to oral and visual communication along with foundational knowledge. Being able to understand and explain introductory to moderate geological concepts is the main goal of the program.

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing

additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

In 2018 two geology degrees were awarded. One Geology AS and one Geology AS-T degree.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased

**What factors have influenced your completion trends?**

There was one degree awarded in 2014 followed by a number of years with zero degrees awarded. This is directly tied to success in students transferring to the university level. The vast majority of students transfer from Palomar with one or two classes left to obtain a degree, instead, they are accepted to a university, transfer, and complete the remaining courses. The increase in degree in 2018 was influenced by more outreach to potential graduates. All geology students expected to graduate were informed several times to complete the graduation application. Still, most did not obtain a degree due to already being accepted for transfer.

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes

**Please list them**

Geology 100 and Lab is an optional course for an AA-T degree in Geography, Anthropology, and a AA degree in Archaeology.

Geology 120 is required for a certificate in astronomy.

Geology 158 is an optional course for the completion of a certificate in Unmanned Aircraft Systems (UAS) Technician.

All geology courses are optional courses for a general studies degree.

**Do you have programs with 7 or fewer completions in the last 5 years?**

Yes

**What steps are you taking to address these completions?**

More reminders for students to apply for graduation. However, the success rate for the geology program is not accurately measured. Most students transfer to the university level before completing the degree requirements.

The program will evaluate the requirement list for graduation with an AS degree. To help the completion rate, a couple of general education classes that students wait to take at the university level could be removed from the AS degree requirements.

**What is your program standard for program completion?**

5.0%

**Why did you choose this standard?**

This standard was chosen because geology students rarely apply for graduation prior to transferring to university.

**What is your Stretch goal for program completion?**

10.0%

**How did you decide upon your stretch goal?**

If the requirements for obtaining a Geology AS degree can be altered without impacting articulation, more students will apply for graduation.

## **ENROLLMENT TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your efficiency trend over the last 5 years? Was it expected?**

The efficiency is showing a mostly positive trend over the last 5 years. The recorded wsch/ftf for 2013-2014 was 498, that has increased to 563 in 2017-2018. For the past three years, the efficiency rate has been above the college efficiency goal. Since 2013 the fill rate has increased slightly. The highest fill rate occurred during the 2015-2016 school year with a 100% fill rate. The fill rate has been 88-89% in the last two years, which is higher than 84% in 2013.

**What factors have influenced your efficiency trends?**

The 2013-2014 academic year recorded the highest enrollment with 253. This number fell as fewer people attended school and re-entered the job market. In addition, the geology program began offering one less section. Since 2015 there has been an increase in the efficiency trend from 220 to 232.

The increase in efficiency is due to offering more geology classes during peak hours and increased advertisement/recruitment.

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?**

Classes that traditionally struggle (but not canceled) for enrollment are Geology 110 and Geology 150. These are more advanced courses that attract mainly geology majors. Another influential factor is that both are night classes, geology 150 is especially tough since lecture is followed by lab the next evening. Moving these classes to more attractive time slots will boost enrollment. In addition, the program is researching how altering the pre-requisites for Geol 150 and Geol 110 class would impact articulation. Removal or alteration of prerequisites would make them more accessible to our students.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

This standard was chosen to remain consistent with the college's institutional standards.

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected?**

This trend has expected. The overall success rate for the geology program has remained fairly consistent at about 80% for the past 5 years. During the past three years, there has been a notable increase in the success rate from 78% to 82%.

**What is your Stretch goal for COURSE success rates?**

85.0%

**How did you decide upon the goal?**

A stretch goal of 85% continues the trend of increasing success and can likely be met without compromising program expectations/standards.

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

This was an expected result. Rates have increased from 92% to 96%.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Ethnicity

Gender

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

The success rates for males has improved by 5% over the past four years. Meanwhile, the female success rate of 85% that has remained consistent.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Based on the analysis of the data, people of Asian ethnicity have a lower success rate compared to other ethnic groups. Many foreign students struggle with the terminology used in the geological sciences. Students have online access to the textbook and other resources designed to assist all students with the terminology. Students needing assistance with basic skills are also encouraged to seek help from campus support service providers (e.g. writing center, math learning center, STAR tutoring).

**Are there differences in success/retention between on-campus and online courses?**

N/A

**Do you have any best practice methods you use for online courses to share with the community?**

## **COURSE OUTCOMES**

**How is course assessment coordinated across sections and over time?**

Instructors in the geology department, full-time and part-time, have developed an effective course schedule. With all instructors following the same progression of material, the same concepts are evaluated around the same time across all sections. The geology faculty have collaborated to embed questions related to specific topics in each exam. Assessments are also conducted with various assignment and projects, these ideas are shared among the geology faculty for adoption or revision while ensuring student competency.

**How have you improved course-level assessment methods since the last PRP?**

A more diverse series of assessments have been implemented. While embedded test questions are still used, the same concept is now assessed through assignments, projects, and in-class activities. This way, students with alternate learning strategies have an opportunity to succeed.

**Summarize the major findings of your course outcomes assessments.**

Utilizing multiple assessment strategies the geology program has found that the majority of students understand at the basic level the essential concepts of geology. Through these assessments, we have noticed a common trend, certain subjects such as metamorphic rocks prove a consistent stumbling spot for students. The geology faculty has met to discuss different teaching approaches in order to improve student success.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**

The main question is about whether students at other community colleges struggle in the same areas as witnessed by the Palomar College geology program. After multiple discussions at numerous teaching conferences, it appears nearly all geology students have difficulty with specific geology concepts. Currently, there are a number of online teaching forums for geology instructors to collaborate and improve student success.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

Online collaboration and webinars have proved to be very helpful in highlighting successful teaching strategies for difficult concepts. An interesting option to pursue, once it is more readily available, is the use of AR (augmented reality) in the geology classroom. This technology has been used to effectively increase student comprehension and understanding in relation to the layers of the earth and the internal mechanisms of volcanoes.

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING,**

## **SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

### **How do your course outcomes help your students achieve their program outcomes?**

The course outcomes are directly tied to the program outcomes. Rock/mineral identification is an outcome at the course and program level. The course outcomes utilize scaffolding, the course outcomes build upon each other guiding student towards the program outcome.

### **How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

The degree maps and scheduling strategy focus on compounding concepts in geology. It builds in a natural progression of knowledge and also includes other disciplines courses such as archaeology and anthropology to reinforce geologic concepts. The recently created guided pathways will be made available online through the college and geology department website. Geology majors are contacted and invited to discuss their degree plan with full-time faculty. Meetings for majors are also conducted, during these meeting degree pathways, transfer opportunities, and career paths are discussed.

### **What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**

The geology program schedules the highest enrollment courses during the most optimal class times between 8:00 am and 11:00 am for lecture courses. The lecture courses are stacked with lab course which is held directly after, this block scheduling attracts students from the previous lecture. Lecture and lab are almost always at or over capacity. A lecture section of geology 100 is typically offered at night to accommodate students that are unable to attend day classes.

### **How do you work with other departments that require your course(s) for program completion?**

The geology program has discussed course scheduling with programs such as anthropology and archaeology to ensure that sufficient class sections are offered by each program to accommodate student needs.

### **Does your discipline offer cross-listed courses?**

Yes

### **How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?**

There are two courses in the geology program that are cross-listed: GEOL 120 and GEOL 158. GEOL 158 is an online course cross-listed with graphics and geography. geology 120 is cross-listed with astronomy and is offered at 8:00 am, this time slot is usually before most geology 100 courses. In addition, students



usually take geology 100 the semester prior to taking GEOL 120.

**Are there curriculum concerns that need to be resolved in your department? What are they?**

There are no curriculum concerns at this time.

**Are there courses that should be added or removed from your program - please explain?**

The current course offering meets with all of the requirements for students to transfer to the university level or obtain entry-level positions in the workforce. The addition of more required courses will only hinder the completion of geology degree or the ability for students to transfer.

**How is the potential need for program/course deactivation addressed by the department?**

The deactivation of courses is addressed during department meetings.

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

Palomar College houses one of the most extensive field course offerings at the community college level in Southern California. The geology program would like to continue to develop and expand field course offerings.

Click here for information about [Noncredit](#) and [Community Education](#)

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

Currently, online GEOL 158 is offered online. This is a UAS Rules and Regulations class cross-listed with graphic communications and geography. There are no face-to-face sections of GEOL 158 as it reaches a wider audience in the online format.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

The course offerings by the geology program at Palomar College are aligned with guidance from our main four-year university feeder schools such as SDSU, CSU, and in recent years Humboldt University. A geology 100 online course is currently in development, this is designed to compete with online offerings at other regional institutions such as Mira Costa College.

## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Geological Sample Test Technicians

Geoscientists, Except Hydrologists and Geographers

Geophysical Data Technicians  
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary  
Mining and Geological Engineers, Including Mining Safety Engineers  
Environmental Science Teachers, Postsecondary  
Geography Teachers, Postsecondary  
Curators  
Geological and Petroleum Technicians  
Hydrologists  
Civil Engineers  
Civil Drafters  
Architectural and Engineering Managers  
Natural Sciences Managers  
Geographic Information Systems Technicians  
Water/Wastewater Engineers  
Drafters, All Other  
Environmental Engineering Technicians  
Mapping Technicians  
Environmental Scientists and Specialists, Including Health

It is not an emerging career but Hydrology is becoming a highly sought after career. Currently, there is a shortage of hydrologists, and water usage and water rights are becoming critical to every country in the world. Unfortunately, courses geared to hydrology are offered by four-year universities and not at the community college level. Future planning will entail guiding prospective student towards transfer degrees at a university that offers quality hydrology education.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Analytical skills  
Communication skills  
Ability to understand basic engineering principles  
Passion about the geological and natural environment  
Mapping techniques  
Flexibility and versatility  
Enthusiasm, patience, and perseverance  
Ability to work with teams of people from a wide range of backgrounds  
Good physical fitness (for field jobs)

**How does your program help students build these KSA's?**

Students are required to meet the basic qualifications for all KSA's mentioned in the previous question. The program is designed so each course builds on its predecessor. For example, geologic mapping skills are introduced at the 100 level, students must interpret symbols and structures on a map. The next course (i.e. geol 150) guides students through making their own geologic maps from given data sets. Ultimately, during the field studies course (i.e. geol 195), geology majors use geologic tools and skills to take measurements and relate their findings to a professionally published geologic map.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

No

**Do you want more information about or need assistance integrating work-based learning into your program?**

No

**How do you engage with the community to keep them apprised of opportunities in your program?**

The geology program keeps in communication with local geology chapters (SDAG and SCAG), the program makes announcements at local meetings and sends emails about upcoming courses, field courses, and events such as Earth Science Day. In return, the local geology chapters send information about upcoming events, internships, and jobs that are passed along to the students at Palomar College. The program has regular meetings with staff at the Roydon Paleontology Museum which regularly has openings for volunteer docents and opportunities for fossil studies.

## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

## Goals

### Goal 1

**Brief Description**

Increase Enrollment in GEOL 110 and 150

**Is this a new or existing goal?**

New

**How will you complete this goal?**

The geology program plans to increase marketing for the lower enrollment courses such as GEOL 100 Geology of Natural Parks and GEOL 150 Dinosaur and Earth History. The program will consult with creative services about banners and flyers to advertise the courses. The program will also pursue moving these courses to more optimal time slots during morning or afternoon.

**Outcome(s) expected (qualitative/quantitative)**

Increasing the advertising around campus will reach a larger portion of the student body and generate more interest in the courses. Along the same line, offering the courses during the day will hopefully be more appealing to students.

**How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?**

This goal aligns with the college strategic plan of "encourage students who are pursuing transfer-readiness, general education, and basic skills." Offering this class during the day will increase the number of students taking the course for general education credit. In addition, GEOL 150 is a required course for geology transfer majors and a clear part of the geology program guided pathway.

**Expected Goal Completion Date**

8/17/2021

### Goal 2

**Brief Description**

## Development of Online Geology Course

### Is this a new or existing goal?

New

### How will you complete this goal?

Full-time and part-time instructors in the geology program are currently working on developing an Online Geology 100 course. The course already has all of the approvals to be offered online but lacks content. Geology faculty are working together to create an online curriculum, assignments, discussion, and original videos. The program is also working with W.W. Norton, the textbook company, which has affordable options (\$30) for online access to material including student study materials, videos, and animations.

### Outcome(s) expected (qualitative/quantitative)

The geology program will offer sections of Geology 100 lecture online. One course section will be offered at first to ensure its successful implementation and identify potential issues. The program is also looking into the development of small scale rock boxes that can be purchased by online students.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Part of the geology program mission has a focus on developing "life-long learning skills for a constantly changing regional, global, and scientific community." Online classes have proven to be a part of the path forward in education. The geology program at Palomar College strives to offer high-quality instruction in an online format without compromising academic standards.

### Expected Goal Completion Date

8/17/2021

## Goal 3

### Brief Description

Support the Faculty Request for Interdisciplinary Oceanography/Geology instructor

### Is this a new or existing goal?

New

### How will you complete this goal?

The college needs to move forward on plans to hire a full-time faculty member for Oceanography that meets the requirements for both Oceanography and Geology. While the position will be listed primarily under Oceanography, the job description will require candidates to be proficient in geologic concepts as both disciplines have the same minimum qualifications. A Geology faculty member will take part in the hiring process for this position by assisting with the geologic portion of the job description and participating in the interview process.

### Outcome(s) expected (qualitative/quantitative)

Hiring for this will ensure the consistency and quality of the Oceanography and Geology programs. This will provide the geology program with another faculty member to co-lead the geology program's extensive list of field courses. A second instructor is imperative when conducting field courses for health and safety reasons.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The incorporation of another faculty member in the operation of field courses aligns directly with the geology programs mission statement to "provide high quality, field course educational opportunities". Hiring another high-quality full-time faculty in the Earth, Space, and Environmental Science department furthers the mission and values of "excellence in teaching, learning, and service."

**Expected Goal Completion Date**

8/17/2020

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**

No

**Are you requesting additional Staff, CAST or AA?**

No