2022-23 Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Mathematics, Science and Engineering

Department Name

Earth, Space, and Environmental Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Geology (GEOL)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Cathy Jain

Department Chair email

cjain@palomar.edu

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

Sean Figg

Website address for your discipline

https://www.palomar.edu/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 various problems, including those related to human
interaction with natural systems, geologic hazards, and resources. The mission of this program is to develop
fundamental geologic knowledge and instill skills for life-long learning in a constantly changing regional, global, and
scientific community. The program strives to provide an engaging learning environment and high-quality, field-orientated
educational opportunities in science for a diverse student population to fulfill general education requirements or 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 ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
○ Yes ⊙ No

List all degrees and certificates offered within this discipline.

Geology (AS)
Geology (AS-T)

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: Permanent Faculty and Staff Count

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

.60

*Link: **FTEF Data***

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

.67

*Link: **FTEF Data***

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Abby Corona- ADA- 6.67% split between ESES and Physics. The MSE division could use additional ADA support.
Tony Kopec -ISA-10%

Link: Permanent Faculty and Staff Count

List additional hourly staff that support this discipline and/or department. Include weekly hours.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve. All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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? Please explain.

The geology program SLOs such as Mineral/Rock Identification, Interpret Geologic Structures/Processes, and Tectonic/Geomorphic Synthesis relate to numerous concepts across all sub-fields (Hydrogeology, Energy Exploration, Paleontology, Geochronology, etc.) Meeting the SLOs ensures that geology students will have a competent foundation of geologic knowledge regardless of the 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.

Most students that declare geology as a major aim to transfer to four-year universities; SLOs 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 enables student success for transfer or future careers.

How do they align with employer and transfer expectations?

Employers expect graduates with an Associate's (A.S.) degree in geology to have a general understanding of geologic concepts. Students demonstrate their understanding of these concepts through the current program learning outcomes Mineral/Rock Identification, Interpret Geologic Structures/Processes, and Tectonic/Geomorphic Synthesis. Upon completing an associate's degree, graduates will meet the qualifications for many entry-level geology positions, including extraction worker, research assistant, mining technician, staff geologist, geology technician, GIS technician, and database analyst.

An associate's degree in geology typically provides a pathway for a bachelor's degree at a four-year university. In addition to the concepts listed above, universities expect students to be proficient in communication and concept application at the time of transfer. Program learning outcomes of the Associate's Degree in Science for Transfer (AS-T) include Communication of Geologic Concepts, Geologic Application of the Scientific Method, and Transfer Skills. The program learning outcomes for the AS-T degree ensure adequate preparation for transfer.

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

Each SLO is assessed on a three-year rotational basis. SLOs that are not met are assessed the following semester. If multiple instructors record classes are not meeting the criteria for certain SLOs, 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 the Fall and Spring semesters. The assessment methods used by the geology program are 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 maintaining an average above the requirement of 70%. The results show an increase in student performance, up to 82%, compared to the previous 78%. Students enrolled in courses such as GEOL 110, GEOL 150, and GEOL 195 had a higher rate of meeting SLO's requirements.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

*Link: **Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Row Labels	2017-18		2018-19		2019-20		2020-21		2021-22
AA/AS									
Associate in Science Degree		1		1		2			
Associate in Science Degree for Transfer		1		2		2		1	1
AA/AS Total	2	3	2	3	1				
Grand Total	2	3	2	3	1				

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ○ Stayed the same ⊙ Decreased
Choose one

What factors have influenced your completion trends?

The geology graduation rate remained consistent from 2017-2021, awarding 2-3 degrees each year. The number of geology degrees awarded remains low because many students transfer to the university level before finishing at Palomar College. Palomar students are often accepted to universities such as SDSU, Cal State Fullerton, and Humboldt, with one or two remaining classes left to obtain a degree at Palomar College. The geology program saw an increase in degrees awarded since 2023 but saw an overall decrease in enrollment during the COVID-19 pandemic.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The geology program continues to be a popular physical science option for general education students. continues to see consistency in the number of declared majors and degrees obtained, specifically in student transfer rates to four-year universities. The geology program is also adopting lower or no-cost text options. A no-cost option is already implemented in the geology 100 lecture. The geology program is currently working to develop its own low-cost lab manual.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

A major challenge is having students complete the geology A.A. or A.S.-T. Most students are accepted to universities with one or two remaining classes. Instead, students opt to finish the degree at the university level rather than at Palomar College. Another challenge was the transition to only online instruction during the COVID-19 pandemic. While this was beneficial for enrollment, the demands of physical science class proved too challenging for some students as indicated by the significant decrease in student success 67% in Fall 2021 (data from previous semesters all over 75% success rate). Lab classes were particularly difficult to offer online and required using grant money to order sample boxes of minerals, rocks, and fossils.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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

70.0%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

This standard was chosen to remain consistent with the college's institutional standards and decided upon but the Earth Science department.

What is your stretch goal for course success rates?

78.0%

How did you decide upon the goal?

The goal is based on the Fall 2021 and Spring 2022 success rate of 68%, a significant decrease from the previous four years (all above 75%). Physical science classes usually provide a difficult online environment due to the subject matter and specific terminology. The Fall 2021 data shows the geology program had high retention but a lower success rate. While the students remained in the course, it indicates they struggled with the expectations and workload of an online science class.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

The overall success rate for the geology program remains high, 78%. The rock cycle origins improved to 84% at the geology 100 level. Through these assessments, we have noticed a common trend, certain subjects, such as metamorphic rocks, prove a consistent stumbling spot for students. Students enrolled in GEOL 110, GEOL 150, and GEOL 195 had a higher rate of meeting SLO's requirements than those in GEOL 100.

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.

○ Yes ⊙ No

If you answered no, please explain.

Due to the rotating nature of the GEOL 195 field courses, there is a lack of SLO data. Many of the courses have not been offered in the previous five years. Due to COVID-19, the geology program has not been able to offer field courses since March 2020. Field course SLOs will need to be evaluated every time the course runs. SLOs for geology 100 are on target for a Fall 2022 assessment.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or

emerging careers impact your future planning?

Areas with expected growth
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
Helpers--Extraction Workers Earth Drillers

Career areas:
Geological Technicians
Geoscientists
Hydrologists
Natural Sciences Managers
Oil and Gas
Explosives Workers, Ordnance Handling Experts, and Blasters Environmental Restoration Planners
Environmental Scientists and Specialists, Including Health Remote Sensing Technicians
Soil and Plant Scientists
Conservation Scientists
Physicists
Urban and Regional Planners
Environmental Science and Protection Technicians
Rotary Drill Operators, Oil, and Gas
Mining and Geological Engineers, Including Mining Safety Engineers
Environmental Science Teachers, Postsecondary
Civil Engineers
Architectural and Civil Drafters
Engineering Teachers, Postsecondary
Geographers
Remote Sensing Scientists and Technologists
Precision Agriculture Technicians

Remote sensing is a growing career in the field of geology. Developments in technology are replacing aspects of traditional fieldwork. Palomar College has a well-established GIS program that includes a remote sensing class. All geology students are encouraged to take GIS classes as it is a highly desirable skill for geology professions.

Several geologic careers show an increase in demand, including hydrology, post-secondary educators, and oil/gas extraction.

Link: https://www.onetonline.org/

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 Critical Thinking
Passion for the geological and natural environment Mapping techniques
Flexibility and versatility
Enthusiasm, patience, and perseverance Information Ordering
Written and oral comprehension
Ability to work with teams of people from a wide range of backgrounds

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

Students must meet the basic qualifications for all KSAs 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 (Geol 150) guides students through making a geologic map and stratigraphic column from given data sets. During the field studies course (Geol 195), geology majors use geologic tools and skills to measure and relate their findings to a professionally published geologic map.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
⊙ Yes ○ No

What have you done to integrate work-based learning?

The geology field courses (GEOL 195) allow students to apply conceptual knowledge in the field. Students will conduct investigations and practice the field techniques conducted by professional geologists.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Field courses allow students to practice techniques such as scientific inquiry, mapping exercises, and geologic tools (such as Brunton Compass), measure geologic features, interpret stratigraphy, identify faults, and discuss the geologic process that leads to these features. Through these exercises, students experience the work conducted by professional geologists.

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

The geology program communicates 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 geology program participates in STEM outreach, Earth Science Day, and GIS day. The department's geology webpage informs community members of upcoming courses.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

Click here for previous PRPs with goal information.

Prior PRP Goals

Goal 1

Brief Description

Increase Enrollment in GEOL 110 and 150

Goal Status

○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The geology program plans to increase marketing for the lower enrollment courses such as GEOL 110 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. GEOL 110 has completed the requirements to be continually offered as distance education (DE). In spring 2023, GEOL 110 had a 100% fill rate and high retention. The geology program is hopeful online sections of GEOL 110 will fill the next time the course is offered.

In spring 2023, GEOL150 will be moved to 11:10 am on Tuesdays and Thursdays. When offered in a morning time slot in spring 2021, the course saw an enrollment increase of ten students. The program is hopeful enrollment will increase with an increase in the course advertisement.

Goal 2

Brief Description

Increased Degree Completion Rates

Goal Status

○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Most students pursue the Geology A.S.-T degree but transfer before degree completion. Geology students are directed to the Palomar Program Mapper to help increase the efficiency that students are completing a geology degree. Assistance and collaboration with the counseling department will be essential in guiding students through the geology program. The geology program will take a more active role in graduation application advertisements, ensuring geology majors are aware of the graduation deadlines.

Goal 3

Brief Description

The merger of the Geology and Oceanography Programs

Goal Status

○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

In 2020 the California Community College's Chancellor's office combined the programs of geology and oceanography under the earth science umbrella. Oceanography alone does not lead to an undergraduate degree or certificate, as it is traditionally a Master's or Ph.D. study area. Oceanography is an elective of geology A.S and A.S.-T. The ESES department chair will initiate a discussion with the Dean of the Math, Science, and Engineering (MSE) about incorporating oceanography into the geology program. The ESES department will follow the necessary steps outlined by the administration to combine the geology and oceanography programs.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

The geology program goal of increasing completion rates directly supports the Vfs goal 1 and 2: completion and transfer.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

The annual update has highlighted the expansion of the geology program to the Fallbrook Education Center and will be a program goal moving forward.

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
◉ Yes ○ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Geology and Oceanography (Earth Science)

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

The success of district goals such as Guided Pathways and SEM relies on disciplines providing excellence in learning opportunities (consistent standards/quality of instruction as well as curriculum development) which, in turn, leads to enhanced student retention and success.

Between 2018 and 2022, the oceanography discipline lost all three full-time faculty to retirement. Only one of those positions was replaced with the hire of Nina Shmorhun, who started in August 2022. Hiring another full-time faculty member remains a priority and PRP goal. Currently, 50% of oceanography courses are taught by adjuncts. Thus, in order to maintain consistent standards/quality of instruction, considerable time is invested in the hiring, training, and evaluation of part-time faculty who often go on to other jobs, thus necessitating an ongoing cycle of hiring, training, and evaluation. This is not an efficient way to maintain consistent standards/quality of instruction, nor does it lend itself to maintaining acceptable student retention and success levels.

District goals also include increasing student access to educational opportunities through increased offerings at satellite campuses. Oceanography expanded lecture and lab offerings to the Rancho Bernardo Center in 2018. During the COVID-19 pandemic, these classes were taught online. Most of the lab materials require updating with the continuation of face-to-face instruction. As there is no designated instructional support assistant at this satellite campus, the logistics of setting up labs and equipment fell to the discipline faculty. The current full-time oceanographer meets regularly with the part-time faculty teaching at RBEC to evaluate and update lab materials.

In addition, geology is preparing to expand to the Fallbrook Education center. There are two full-time faculty members across the geology and oceanography disciplines. Nina Shmorhun was hired to teach oceanography along with some geology courses. We are understaffed full-time and part-time instructors, resulting in Nina being 100% FTEF in oceanography. With the increase in online geology sections and the planned expansion to Fallbrook, an additional full-time faculty is needed to support the oceanography discipline.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Although our current part-time Faculty are talented instructors and show a dedication to the program, they are not a replacement for a full-time faculty member. Finding qualified part-time faculty who can teach according to designated course offerings is challenging.

Should an applicant be qualified, we still face challenges in scheduling due to the fact that part-time faculty fall into two categories:

• They teach for us in addition to holding a full-time job elsewhere and thus can only teach evening classes.

• They are part-time instructors at several regional colleges, and thus we compete with other colleges for their hourly availability.

There were three full-time oceanographer positions open last year; the part-time pool has significantly dropped with the recent hiring and turnover at other colleges. As a result, e are not seeing the same number of part-time applicants at Palomar College as we have in the past.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The passing of California AB 1725 set the goal of a 75:25 ratio requiring full-time faculty teach 75% of a college's offerings. In Oceanography, due to the nature of expanded teaching assignments in Earth Science and Geology, we

have struggled to meet this goal. With the retirement of Patty Deen, Al Trujillo, and Lisa Yon, 50% of Oceanography courses are taught by full-time faculty. Part-time faculty teach 67% of oceanography lectures and 33% of oceanography labs, figures that are far below goal set by AB 1725.

Considering the academic role that Nina Shmorhun served in Geology, her current full-time position (teaching 100% Oceanography courses in Fall 2022) significantly reduced the part-time pool for Oceanography and Geology, as part-time instructors (Sara Beck) also teach in the Geology program.

We are understaffed with only 2 full-time faculty members across both Oceanography and Geology disciplines and as the text of AB 1725 states "the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction."

In addition to the legislative aspect, Oceanography and Geology disciplines have regularly collaborated in Regional Field Studies courses (GEOL 195), such as GEOL195B- Southern California Coast. Field courses are an essential

part of any Geology Program, and at Palomar College, the Geology Program offers both an A.S. and A.S.-T in Geology. Participation in a Field Course is part of the graduation requirements for the A.S. degree. The nature of these field courses is such that they require two faculty members for logistical and safety reasons. Currently, full-time Oceanography and Geology instructors (Nina Shmorhun and Sean Figg) co-lead the Spring field course.

Logistics and safety also play a role in staffing OCN 100 lab sections. With the retirement of Patty Deen, Al Trujillo, and Lisa Yon, 50% of the lab offerings are gone. In the past, six OCN 100 Lab sections were available; now, there are only three OCN 100 Lab sections.

With the retirement of Lisa Yon, a new OCN laboratory was implemented (ZTC) by Nina Shmorhun, but considerable training time must be spent with part-time faculty to ensure proper set-up of labs (safety is a priority with labs such as Seawater Chemistry) and the logistics of field trips. As part-time faculty members move on to new jobs, this again necessitates an ongoing cycle of hiring, training, and evaluation; this places unreasonable demands on the program to maintain instruction quality and develop curriculum innovations.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

The Oceanography discipline has consisted of three full-time faculty since Fall 1997. With the retirement of Professor Patty Deen in December 2018, Al Trujillo in May 2020, and Lisa Yon in June 2022, there was a crucial need for a replacement full-time faculty member who can teach across Oceanography and Geology disciplines. A new full-time faculty member was hired in August 2022 (Nina Shmorhun) to teach across the Oceanography and Geology disciplines. However, with the lack of Oceanography instructors and demand for course offerings, Nina Shmorhun is 100% FTE in Oceanography and unable to teach Geology courses until there are more faculty.

Thus, we are understaffed, with only two full-time faculty members across both Oceanography and Geology disciplines.

Hiring a full-time faculty member to support the goals across the Oceanography and Geology disciplines will
enhance productivity in areas such as curriculum management including evaluation of both course and program learning outcomes. In addition, full-time faculty will be more involved in student, department, and institutional activities, thus enhancing productivity and the efficiency of the programs and course offerings. Full-time faculty members provide essential stability for program planning and curriculum development. They also provide levels of availability that students need outside of the classroom, such as involvement in course advisement and extracurricular activities (Geoscience Connection club, Earth Science Week activities). In addition, effectively expanding the program (Oceanography/Geology/Earth Science) to satellite campuses, such as Rancho Bernardo Education Center, requires the attention of full-time faculty. If College/District plans include this goal, then support, and allocation of resources must be provided for hiring a full-time faculty member to replace a retired full-time faculty member.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?
○ Yes ⊙ No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budet considerations you would like your

dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?
○ Yes ⊙ No

☑ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

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