

PROGRAM REVIEW Fall 2019

Program: Geology

Division: STEM

Date: 8/30/19

Writer(s): Ruth Hanna

SLO/SAO Point-Person: Ruth Hanna

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The LPC Geology program includes the basic freshman/sophomore undergraduate courses for Geology majors at most colleges as well as serving a high volume of non-science majors who utilize geology courses to satisfy their IGETC, CSU and transferable Physical/Natural Science GE requirements. In terms of degrees and certificates, the LPC Geology program offers two certificates and a Geology AS-T degree.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

F14-F19 headcounts were down (to 417), however S15-S19 headcounts were up (to 460). This is not the overall campus trend (which is traditionally up in Fall and down in Spring).

F14-F18 The percentage of students 21 years and younger dropped a little from 71% to 65%. (with a corresponding increase in students 21 years and older from 29% to 35%)
S15-S19 the percentage of students 21 years and younger rose from 70 to 72%

F14-F18 the % continuing students ranged from 59-74%, with first time students ranging from 19-32%
S15-S19 the % continuing students ranged from 84-89%, with first time students ranging from 8-10%

F14-F18 the % students taking courses in either DE and/or DE&F2F format increased from 53-62% (with a corresponding 47-38% range in the % of students enrolled only in F2F classes)
S15-S19 the % students taking courses in either DE and/or DE&F2F format ranged from 54-71% (with a corresponding 45-29% range in the % of students enrolled only in F2F classes)

The majority of the students who take LPC Geology are pursuing Transfer degrees

F14-F18 the percentage increased from 79-84%
S15-S19 the percentage started at 78% and ended at 79% (S18)

F14-F18 The % Freshman went from 59 to 43% and the % Sophomores went from 27-41%
S15-S19 The % Freshman went from 55 to 44% and the % Sophomores went from 28-38%

F14-F18 The course success rates (A, B, C, P) increased from 77 to 84%, while the non-success remained essentially the same (10-11%) and the percentage of withdrawals dropped from 12 to 6%
S15-S19 The course success rates (A, B, C, P) increased from 79 to 85%, while the non-success remained essentially the same (8%) and the percentage of withdrawals dropped from 13 to 7%

F14-F18 F2F success rates were higher than DE success rates, with 83-88% success rates for the F2F and 64-77% success rates for the DE sections.
S15-S19 F2F success rates were higher than DE success rates, with 85-91% success rates for the F2F and 68-84% success rates for the DE sections.

Comparing with the same data for the college-as-a-while

F14-F18 campus wide F2F success rates were higher than DE success rates, with 71-74% success rates for the F2F and 59-66% success rates for the DE sections.

S15-S19 campus wide F2F success rates were higher than DE success rates, with 73-77% success rates for the F2F and 62-71% success rates for the DE sections.

Overall – the Geology success rates for both F2F and DE sections are higher than the campus-as-a-while success rates.

Geo program productivity F14-F18 ranged between 653 (when the campus productivity was 526) and 518 (when the campus productivity was 491)

Geo program productivity S15-S18 ranged between 605 (when the campus productivity was 501) and 515 (when the campus productivity was 486)

Summary productivity: The Geo program productivity ranged from approx. 30 WSCH/FTEF over the campus average to as high as 117 higher than the campus average.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Mark an X before each area that is addressed in your response.							
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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

The LPC Geology program has begun successfully offering Fast Track 2 courses to assist students who need to fulfill their GE requirements, but were unable for some reason to register for classes early enough for a course that started at the beginning of the term.

The LPC Geology program has moved class scheduled times, which has improved (increased) enrollments. Specifically, the TTh 8am morning Geo 12 section was moved to a 12:30pm start time, and this effectively doubled the enrollments (from the low 20s to a full section of 44).

The LPC Geology program has had two courses certified by the OEI (Physical Geology 1 and Oceanography Geology 12). Geology 5 and 7 are in the OEI evaluation process.

The LPC Geology program has two new certificates. One certificate is for students who have successfully completed a breadth of geology lectures and at least one laboratory. The second certificate is for geology major track students, who may complete most of the requirements (but not

quite all) for a Geology AS-T degree, which requires a full year of Chem 1A/1B and Math 1&2, in addition to geology courses.

The Geology program has a new color flyer that explains these new Geology certificates, the Geology AS-T degree and each of the LPC Geology courses. Many thanks to LPC Graphic Arts student, Svetlana Igouchkine, who volunteered to put together the very nice flyer for the LPC Geology program.

The LPC Geology program has a new Augmented Reality Sandbox, which is a hands-on, interactive way for students to learn and experiment with the concepts of 2D vs 3D representations/maps. This new AR Sandbox is already being utilized in both Geology and Geography laboratories (and occasionally lectures). The AR Sandbox was a collaborative maker-space type of project for students across several disciplines (e.g., engineering, computer science, etc). To make space for the AR Sandbox, the Geology program donated a geo light table to the LPC Photography program and the AR Sandbox moved into the same space previously taken by a geo light table, with the end result, that the Geology program did not annex new space in the share 1824 space. The AR Sandbox was funded through IER Grants, CARE grants, department funds, etc. In short, this was a project that pulled from many different aspects of the campus and the campus community.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

The current major challenges facing the LPC Geology program are:

- Coping with the ever-changing student demand for online courses – particularly for GE courses. We have been working to achieve the highest quality for our LPC Geology DE courses, with 2 of our courses now certified by the OEI, and a third successfully through the LPC-local-OEI process, and a fourth is 'on-deck' (ready for the LPC-local-OEI approval process to start).
- Unfortunately, with the ever-increasing demand for online courses, particularly for GE, there is also pressure/demand for online lab courses. None of the current LPC faculty are currently in a position to provide completely online transferable science laboratory courses. This is an issue that we want to address and explore if we are given the time to do so. A little exploration of what we could find online did not reveal any good formats or templates to follow.
- Comparing course offerings with those at other schools (as comes up on the OEI's quottly search site) reveals many Natural/Physical science courses that are being offered at later start times than our LPC semester start dates. As a result, we are going to continue to lose GE students to these other schools if LPC can not become more flexible with late-start or fast-track schedules. Simply having Fast Track 2 (FT2) as the only option for a late start date is most likely not going to keep LPC GE students taking their GE at LPC.
- Students also appear to be gravitating to the ease of getting their GE courses completed in shorter 6 or 8 week sessions.
- As a result, the future of the LPC Geo program will require that we offer more online, more in late start format and more of the 6 to 8 week format.
- The uncertainty of how the OEI Course Exchange will function and impact program enrollments is a constant concern.
- Of note – the OEI Course Exchange site (quottly) is wrong. As an example, when a search was run this past spring for LPC courses satisfying the IGETC Physical/Natural Science requirement- LPC's Geology 1 course was not a returned result. Further delving into their quottly search results found that LPC's Geology 1 course was a CSU Physical/Natural GE course – however, the quottly site also had an additional notation that LPC's Geology 1 course could be substituted for the geology lab requirement. This is incorrect. Following-up with the quottly tech support yielded: a) they never sent an update that they had fixed the problems, b) after repeated requests, they did remove the weird notation that the lecture could be substituted for the lab, c) to-date it is not know if they have fixed the IGETC issue (LPCs Geology 1 should be a returned result when students are searching for IGETC Physical Science GE courses, and d) --- they send a request for a rating of their service when they haven't fixed the problem nor have they ever sent a notification that they have fixed the problem.
- Of note – they have also changed the quottly search from how it operated last Spring and how it operates now. Specifically, last spring, if a search was run from their home page (you enter your home college and the GE area that you want courses for), then the search results came up with the courses from your home college listed first. NOW, however, when the same search is run from their quottly home page, NONE of the courses from the student's 'home college' are returned in the search results. Perhaps their assumption is that students, faculty, parents, counselors, etc, will only use the quottly search site after checking their home college's offerings. Hah! No. Most likely people who

use the quottly site will expect an inclusive set of search results and may go directly to the quottly site without (or before) checking their home college's offerings. Will have to see what the OEI does with this as time progresses. Could make a considerable difference in home campus enrollments.

- Lack of support for geology tutoring through the LPC Tutorial Center
- The Department Coordinator needs sufficient release time. The amount of work for each department has grown and multiplied each year, to the point where we now have year-round-scheduling, annual program reviews, SLO Coordinator responsibilities each and every semester, Discipline plans every year, adjunct evaluations etc, etc., etc. With no quarter or allowances given to departments where there is only one full-time-faculty who must shoulder all of these department responsibilities entirely each and every year. The current Geology faculty has shouldered these responsibilities for 27 years. Every year.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

- To continue to prepare for the constantly increasing demand for GE courses to be offered in DE formats, over short sessions (e.g., 6 or 8 week), and with start dates later than the first day of the official LPC semester, but not all in FT2 schedules
- If there is time, to explore the feasibility of an online geology laboratory section

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students

<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	<input checked="" type="checkbox"/>	Pedagogy		Student Equity
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development	<input checked="" type="checkbox"/>	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Geology 1
SLO or SAO: Upon completion of Geology 1, students will be able to identify and define the basic properties of minerals
Describe the quantitative or qualitative results: 43.44% of the online Geology 1 students demonstrated mastery of the content (scoring 90% or higher); 82.79% of the students demonstrated above average or higher understanding of the content (scoring 80% or higher); 95.08% of the students demonstrated average or higher understanding of the content (scoring 70% or higher). Of note, more students in the DE1 section demonstrated mastery level understanding than the DE2 or DE3 sections (and the DE2 section demonstrated a slightly higher level of mastery than the DE3 section). As all three sections had exactly the same resources and materials and instruction, the only difference is when the students signed up, with the students who do things early (like register for classes) being the students in the DE1 section, and the students in the DE3 section having many more students who registered much later.
Discuss any actions taken so far (and results, if known): The concepts for this topic are fundamental and important to the field of geology and the understanding of geologic science and the content of the rest of the semester. With an instructor-provided study guide for this chapter

as well as study-practice recommendations, reminder announcements posted in Canvas, and reminder/warnings sent out through the Canvas gradebook, students are successful learning this essential content.

Discuss your action plan for the future: With the above study guides, recommendations and reminders, students are demonstrating successful understanding of this content. No plans to change this assessment or the lead-up materials to this assessment.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Geology AS-T

Program SLO: Upon completion of the AS-T in Geology, students should be able to demonstrate proficiency in basic earth processes (e.g., plate tectonics)

Describe the quantitative or qualitative results: Students mostly understand how to interpret geologic histories from cross-section diagrams. Students may retake the quiz as many times as they like. 14 of the 20 students who took the quiz attempted it more than once. Only 6 students attempted it 3 or more times. That means that most students achieved mastery with only 1 or 2 attempts. Those who submitted the quiz more than 3 times have multiple attempts with only 1 or 2 answers. That means they are checking each answer individually before submitting the quiz as a whole. While several of these students seem to have struggled initially, everyone who took the quiz did well in the end.

Discuss any actions taken so far (and results, if known): Since the students who may need to improve on this skill are willing to work at challenges until they figure them out, additional practice is being encouraged. Several increasingly complicated geologic histories have been assigned, and one extra credit assignment has been made available.

Discuss your action plan for the future: In future, a few simpler geologic histories should be presented before jumping into the more complicated ones. To continue to create practice problems of various levels of difficulty for students to learn from.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

All Geology courses have approved SLOs

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none">• Ensuring eligible students receive financial aid, if desired• Removing barriers that hinder students from moving toward their goals• Offering additional information and support about educational pathways• Offering academic support that increases English/math completion in the first year• Enhancing career readiness through coursework• Increasing completion of degrees and certificates• Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

The LPC Geology program has an approved Geology AS-T degree and two Geology certificates (that just became available to students Fall 2019)

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All currently offered Geology courses are up-to-date

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

If the Geology faculty have the time, they will pursue to exploration of the feasibility of the creation of an online geology laboratory section.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?