

# YEARLY PLANNING DISCUSSION

## General Questions

**Program Name** Geology and Physical Science **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

*No.*

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

*The only program change is approval for DE option for GEOL 100.*

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, our two-year program map is in place. There is an ongoing problem with low enrollment in GEOL 111 and it was cancelled again in Spring 2024. We had 4 students that wanted to complete the degree and were unable to do so. There was a conflict with GEOL 100 and ENGR 143 because GEOL 100 is required for the engineering degree. There is usually an evening section of GEOL 100 but it was cancelled in Spring 2024 due to low enrollment.

4. Were there any staffing changes?

*No.*

5. What were your program successes in your area of focus last year?

The Geology Program continue to participate in outreach events with local elementary schools and Bulldog Bound. An athlete cohort for GEOL 111 has been developed in conjunction with the athletics department for Spring 2025. Overall enrollments in geology are turning around and starting to increase.

### Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

**Data will be input into SPOL pending hire of new coordinator.**

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- c. Please summarize recommendations and/or accolades that were made within the program/department.
  
- d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

*Self-evaluation and supervisor (VP Gelpi) observation for GEOL 114 DE completed in Fall 2023. Formal evaluation of GEOL 141 in summer 2024 and GEOL 114 in fall 2024.*

- b. What were some key findings regarding RSI?

*DE course review attached as Appendix 1.*

- Some strengths:
- Some areas of possible improvement:

- c. What is the plan for improvement?

*Based on self-evaluation and observation, the addition of more group activities (such as jigsaw-type collaboration) would increase student to student contact. Instructor to student contact will be improved by the addition of live activities and a more scaffolded approach to the semester projects.*

**CTE two-year review of labor market data and pre-requisite review**

a. Does the program meet documented labor market demand?

n/a

b. How does the program address needs that are not met by similar programs?

n/a

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

e. Have recommendations from the previous report been addressed?

n/a

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

New Program Planning Initiative – Yearly Planning Only	
<b>Title:</b>	Field Program (updated)
<b>Planning years:</b>	2024-2025 to 2026-2027
<b>Description:</b>	
<p>The GEOL program is relaunching field courses starting Fall 2024. In addition to faculty salary, the key costs for this program are for transportation and meals during the field trip. This is currently being funded by scholarships through the Allan Hancock Foundation. Program faculty will work to acquire long-term funding through industry and academic grants. The course timeline is also restricted by the availability of vehicles due to priority being given to athletics. The success of this initiative will also rely on the part-time faculty. The primary objective is to increase quantity, quality, and diversity of field course experiences. The program will also develop two short (2 day instead of 5 day) courses that are more feasible for students in our community.</p>	

<b>New Program Planning Initiative – Yearly Planning Only</b>	
<b>Title:</b>	Geospatial Curriculum Integration (updated)
<b>Planning years:</b>	2024-2025 to 2025-2026
<b>Description:</b>	
<p>Afford students opportunities to use and become familiar with GPS and GIS, technologies that are widely used in the Earth and environmental sciences today, in their introductory geology and physical science courses. The full-time faculty in Geology has introduced GIS software into the existing curriculum. We need to continue to have access to this via the ESRI ArcGIS site license. The program plans on adding 6 GPS receivers to improve data collection. This initiative will provide students with valuable training in geospatial technology which can be applied in Geology and other disciplines. The current full-time faculty member in Geology will be responsible for this initiative. This initiative can be completed with the additional of the GPS units. These units can also be used in collaboration with GIS classes in the Geography program and precision agriculture courses in the Agriculture program. The program hopes to purchase iPads for laboratory exercises and use during field courses.</p>	

Appendix 1. DE Course Review

**Section B: Interaction - Instructor Contact**

Incomplete	Aligned	Additional Exemplary Elements
<p><b>B1: Pre-Course Contact</b></p> <p><input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.</p>	<p><input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.</p>	<p><input checked="" type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.</p>
<p><b>B2: Regular Effective Contact</b></p> <p><input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.</p>	<p><input checked="" type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.</p>	<p><input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.</p>
<p><b>B3: Student-Initiated Contact</b></p> <p><input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.</p>	<p><input checked="" type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.</p>	<p><input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.</p>

Criteria B1 – B3 Comments:
<p>Comments from DE course observation:            October 20, 2023:            I entered the GEOL 114 course (cm 20920).            Let me start by saying I had no idea we offered this course, so this was a treat! I loved the short video the instructor made.            HOME            The information was useful and concise (quick and easy to read).            CLASS RESOURCES            This section was great, providing students with tools and skills.            MODULES            The information provided was clear and well-organized. Every module listed the outcomes for the module and delineated the work for students. The information was well-presented, with useful videos and links. The rubrics for the assignments were well done. It was clear to see how the instructor would grade assigned work.            October 25, 2023:            DISCUSSION BOARDS:            I loved how they were done, with a short video, guided questions, and an evaluation rubric. The interaction was engaging.            GRADING:            I found the info clear to follow, and it was nice to see students knew what they were getting in their classes.            The course was well-organized, with logical sequencing. The instructor is knowledgeable about her field, and the information was presented in an engaging manner. Students were visibly engaged (discussion boards, assignment completion)</p>

**Section B: Interaction - Student-to-Student Contact**

Incomplete	Aligned	Additional Exemplary Elements
<b>B4: Student-Initiated Contact with Other Students</b>		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input checked="" type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
<b>B5: Regular Effective Contact Among Students</b>		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	<input checked="" type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
<b>B6: Participation Levels</b>		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	<input checked="" type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
<b>Criteria B4 – B6 Comments:</b>		
<div style="height: 245px;"></div>		

## GEOL PHSC Program - 2024

### ACADEMIC SERVICES AND SUPPORT

**Academic Services and Support** – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

**Possible topics:**

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

*Data from the Title V Grant Peer Mentor program was reviewed. The student support options on campus were reviewed. Tutor schedules in both the ARC and STEM/MESA Center were reviewed. Tutors for geology are generally not available in ARC or STEM/MESA. As the geology program grows, there needs to be a push to secure and maintain tutors for the geology courses. Tutors for chemistry and physics are available for students in the introductory physical science courses and provide good support. In addition to the regular tutors, peer mentors for PHSC 111 have been an extra level of support. The Title V data shows an improvement in student success in this course.*

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

*The main challenge is providing tutors for geology courses. Another challenge will be providing peer mentors as a regular component of the geology and physical science courses after the end of the Title V grant.*

3. What are your plans for change or *innovation*?

*The Geology/Physical Science program will initiate regular, instructor-led study sessions in the STEM/MESA Center. The goal is to provide these study sessions in-person and via Zoom.*

4. How will you *measure* the results of your plans to determine if they are successful?

Beginning Fall 2024, instructors will deploy end of semester surveys to assess and evaluate the effectiveness and student perception of existing tutors and the new study sessions.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

n/a

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

n/a

Program Review Signature Page:



\_\_\_\_\_  
Program Review Lead

\_\_\_\_\_  
Date



\_\_\_\_\_  
Program Dean

\_\_\_\_\_  
Date



\_\_\_\_\_  
Vice President, Academic Affairs

\_\_\_\_\_  
Date












# Geology and Physical Science Academic Services and Support 2023-24

Final Audit Report

2024-06-18


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