Geology Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

GEOL1301 - Reinstate 1 GEOL course
Not Funded (Carrying forward as GEOL1404) We are asking to begin to offer GEOL V03 after many years of not offering it since it is a requirement in the TMC for Geology. Along with this we plan to alternate other Geology offerings (bringing the class count up by one per semester)

GEOL1302 – New Geology Faculty Member
Not Funded (Carrying forward as GEOL1401) We came close to having this funded. This position is needed to support our Geology program and an effort to create an AA-T in Geology.

GEOL1303 - Workroom computer workstation
Resolved on our own. We were able to find an unused computer and set it up in the workroom.

GEOL1304 - Develop/Reinstate Field Trips
Not Funded. We'll wait until we have our Geologist to revisit this in a future program review.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Unfortunately we were not successful in getting a full-time Geologist. Although Ranked only behind Child Development in growth positions (I don't count Physics as that really was a retirement replacement!), we did not get funded. This lack of a dedicated faculty member in Geology continues to hold back the program. While we have two solid part-time instructors teaching full loads of Geology (and Physical Geography Lab), they cannot be asked to carry the program. If either of them leaves we'll be in a tough place, potentially needing to hire two replacement part-timers. Nothing in Geology was funded last year. We found a computer on our own for the Workroom.

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Section II - Description

A. Description of Program/Department

This program presents a study of the earth and its physical, chemical and biological forces at work.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

We intend to offer the needed classes for students to prepare for the Transfer Model Curriculum finalized in Geology by the State Academic Senate two years ago. This standardized curriculum coordinates classes from CCs with CSU 4 year (B.S.) Geology degrees. Presently, the department lacks a full time (FT) Geology faculty to complete the preparation to meet these requirements. The department is presently run by several part time instructors. Ventura College last had a FT Geologist about 1993 when a retirement occurred in our area.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

While we continue to offer 3 sets of Physical Geology (Lecture and Lab) and one section of Oceanography, we are missing the other core AA-T class, Historical Geology (GEOG V03). We are maintaining the program, but lag well behind where we should or could be. The big accomplishment will be to finally getting our Geologist.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/ Supplies		Books/ Supplies					
Total		Total		Total		Total	

D. Criteria Used for Admission

None

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

Geology Program Review
2013-2014

President: Greg Gillespie
Executive Vice President:
Dean: Dan Kumpf
Department Chair: Steve Palladino
Faculty/Staff:

Name	Part-timers
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Section IIIa – Data and Analysis

A. SLO Data

Provide highlights of what you learned last year in your assessments and discussions. Without a full-time Geologist on staff, it is difficult to compile a complete picture of the assessments. Without that central figure to collect, analyze and summarize the assessment data, the information is passed onto a set of faculty with limited knowledge in the subject matter. To be successful in Geology courses, a basic understanding of and the ability to see the relationships of the three major rock types, their origins, and surface processes is extremely important and relevant. Designing exams/quizzes that illustrate students mastering of the basic understanding described above is also vital to assessing their knowledge. Many students lack the specific vocabulary terms related to geology or are language learners, making the material more difficult to understand. Additionally, many students did not purchase the textbook and therefore rely solely on lecture material to be successful. Assessments given just after covering the section material showed that students are not retaining the knowledge for quizzes and/or exams. Perhaps this is due to the amount of time students are not dedicating to studying outside the class to become more familiar and retain the information necessary to be successful.

Provide highlights of some of the changes made as a result of the assessments and discussions. Assessments have been redesigned to be more concise, in order to more accurately gauge student knowledge. Additionally, the expansion of for in-class and out-of-class scenarios has been implemented in several classes. We are increasing the number of reminders to students that in order to be successful and to better understand lecture content they must prepare before the lecture and/or laboratory sessions and be able to participate in discussions. Enforcement of absence policies could be applied more frequently to encourage students to attend classes.

How did the changes affect student learning – or how do you anticipate that they will? Again, without a full-time Geologist on staff, it is even more difficult to make overall changes to student learning and thus anticipate a positive change through the implementation of Student

Learning Assessments. It is very early to observe changes to student behavior and assessment results; however there has been an increase in knowledge retention by utilizing out-of-class activities and field studies. As a whole, the adjunct faculty members in our department believe the changes made as described above should have a positive effect on student learning.

Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V. First and foremost, hiring of a full-time Geologist is paramount to the success and further development of the Geology Department. Having a full-time faculty member will facilitate the development, implementation, and assessments of SLOs. Additionally, that faculty member will more easily and better understand the needs of the students and the goals of the department. The department has been working to improve the number of labs that have a large "hands-on" component to encourage student learning. Incorporation of additional tools/equipment (yet to be purchased) will allow the instructors to create interactive and exciting experiments designed to spark student interest and encourage learning. The development of a Field Study programs will provide real-world experiences for students and show to them the potential career paths they may proceed down to become geologist or scientists in other fields. Furthermore, the experience reinforces concepts and topics discussed during lectures and labs, allowing students a second chance to absorb the material and be successful in their coursework.

What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V. Structuring activities around core concepts that students complete as an individual, group member, or as a whole class. Rearranging the lecture material to more directly engage the students and also providing a second round of reviewing so that students can become more familiar with core concepts and topics.

Comment on the status of your SLO rotational plan, mapping, and other TracDat work. The SLO rotational plan has been developed and implemented as of Fall 2012. All SLOs have been mapped to ISLOs and will be linked to the assessments. TracDat is up to date, with the one exception of rubrics. Rubrics will be developed and inputted into TracDat in the Spring 2014 semester.

B. Performance Data

1. **Retention – Program and Course**
   The Geology Program retention is very close to that of the college (mid-high 80% range).

2. **Success – Program and Course**
   A bit fewer students (a few percentage points) are successful in Geology than in college in general. Considering Geology topics are full of science concepts, this may be a reasonable showing,

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
N/A

C. Operating Data

1. **Demographics - Program and Course**
Our students are more white and male than the college average. This probably isn't that uncommon of a phenomenon in this discipline.

2. **Budget**
The only budget line items that show up for this program are faculty (a bit for Full-time, but almost all for Part-time).

X Program members have reviewed the budget data.
☐ No comments or requests to make about the budget

3. **Productivity – Program and Course**
For some reason the WSCH Goal set the by the district for GEOL is 600 rather than 525. We actually meet this goal with a program average of a bit over 100%. It would be significantly higher if this program had the more reasonable 525 number to shoot for. Solid enrollments are a consistent part of this program.

D. Resources

1. **Faculty**
We have ZERO full-time faculty in this area and feel the program is seriously hindered. We will be asking for a full-time position again! We have been keeping this program solid through the efforts (beyond that which they are paid for) of two Part-Time Geologists. These women are both toward the latter part of their careers. If we lose either of them we will not only be scrambling to find adequate coverage for courses, but also lose an intangible resource. These PT faculty members know what we have in our extensive rock collection and took it upon themselves to organize our holdings (to a certain degree). We need to get a full-time instructor before either of these instructors leaves us. One is beginning to "moonlight" at CSUCI and the other has physical problems that could curtail her teaching.

2. **Classified Staff**
We have about 20% of a Lab Tech we share with Physics. The full budget for that staff person must be accounted for in the Physics Program Review since it's not in our budget.

3. **Inventory**
We are asking for a Document Camera (not on our inventory).

4. **Facilities or other Resource Requests**
We are requesting sail shades (tarps) to block the sun that causes our offices to bake.

5. **Combined Initiatives**
   N/A

E. Other Program/Department Data
N/A

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals
Again, without a Full-Time Geologist we are not moving forward.

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

We have a 21, which is just below "current and vibrant". We would be lower if not for the extra effort of our part-time instructors (put in beyond what is required of them). If we had a full-time Geologist, is likely the program would rank in the "current and vibrant" level.

Section V - Initiatives

A. Initiative: Geology Faculty Position

Initiative ID: GEOL1401 (carried over from GEOL1302)

A Geologist was the #1 rated discipline for a growth position in 2012-2013, but in the end no growth positions were funded. For 2013-2014, the staffing priorities committee placed us, not counting 4 retirement replacements, second after Child Development. We **do not** have a Geologist on staff (hired a replacement Geographer for the retiring Luke Hall in Fall 2012, but a Geographer and Geologist are not the same!) We have a solid set of Geology offerings, but without a full-timer to manage and advance that area, it is stagnant (i.e. does not have its AA-T in Geology in progress or support for students who want to major in Geology). Department-wide we are still significantly understaffed with 20 sections taught by hourly. Apprx. Cost: $100,000

Link to Data: FTE data shows a 1.25 position in Geology, but with extra courses (see GEOL1404) that will be higher. That is more than enough for a position, but in addition there are other potential teaching opportunities, depending on the background of the faculty member, in Geography and ESRM (e.g., Physical Geography Lab, Soil and Water).

Expected Benefits: The Geology program would have asolid footing, with a faculty member who can guide majors though the process for preparing to transfer with an AA-T in Geology. Our TMC required course in Historical Geography will have someone to bring the course back and to teach it. We would expect this instructor to help us with our large collection of rocks and other geology resources. Current part-timer efforts have helped us organize a bit, but a full-time geology instructor would help ensure that wonderful resource is effectively utilized.

Goal: With the focused attention of a full-time faculty member, for the first time in many years, students will have the support to be more successful.

Performance Indicator: Student retention and passing grade success increase by 5%,

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: H

B. Initiative: Unique Department

Initiative ID: GEOL1402 (See GEOG1402 … same request)

For the last 16 years the Geosciences (Geography, Geology, GIS, and now ESRM) and ASTR/ENGR/PHYS have functioned as separate departments, despite being official one combined department. This has reduced the compensation due the two department chairs. We seek to see this remedied by a separation of the two groupings into separate department. Apprx. Cost (range depending on PHYS status): $6,250-$21,000

Link to Data: Budget and Divisional records will show that the Geosciences Department doesn't receive the separate distinction as a department, but is unnecessarily linked to PHYS/ASTR/ENGR.

Expected Benefits: It is very difficult right now for the department chair, without release time for the full year, to complete all departmental chair tasks. Those tasks which currently either end up late, are not completed, or are not taken up will be more likely to be successfully carried out. This will benefit various aspects of the program.

Goal: To have a separate department

Performance Indicator: N/A

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: H

C. Initiative: Sunshade Sail Tarps

Initiative ID: GEOL1403

The Geosciences offices on the 1st floor of the SCI building were designed without any awning element (unlike the exterior offices on the 2nd floor across and above from the Geosciences offices that have a metal door awning). Throughout the fall, bright sun makes the offices unbearably hot and makes it hard to work with students (they have to stand in bright sun or come into a Sauna-like office. We propose installing exterior sail like tarps over the faculty offices and workroom door (SCI 120-123). This would take two triangular tarps. Both for looks and added weather protection, it may make sense to have another triangular tarp over the Engineering program doors (SCI 101, 104), sloped the opposite direction. This would give them some protection from the rain. The dollars required depends on quality of the "sails", size, quantity, and installation cost could range from $1000-$2000 for the ones over Geosciences.

Link to Data: We have taken the temperature in our offices and it can be more than 90 degrees on a sunny day. Opening the door and window only lets in more light/heat.

Expected Benefits: Better productivity from faculty members and a more comfortable environment to meet with students

Goal: To protect the well being of our faculty and students

Performance Indicator: N/A

Timeline: Spring 2014

Funding Resource Category: Facilities Funds

Ranking: H

D. Initiative: Geology Curriculum Development

Initiative ID: GEOL1404 (carried over from GEOL1301)
In order to put together an adequate TMC (AA-T) for Geology, we will need to reinstate GEOL 3 Historical Geology which is required for the TMC degree (and update it with an integrated lab component). We'd like to increase our semester GEOLOGY course count by 1 class so we can offer this course occasionally and also on a rotating basis offer previously successful courses (GEOL 7 Natural Hazards and GEOL 21 Geology of the National Parks) and another section of Oceanography. We'd like to have a fulltime Geologist who can help reinstate this class and also develop our AA-T in Geology. $8,000
Link to Data: See TMC Geology. Also enrollment reports showing GEOL 11, Oceanography, regularly fills and another section on alternate days is very likely to be successful.
Expected Benefits: Students will be able to complete all the courses for an AA-T in Geology (to be developed) and providing a broader set of geology offerings.
Goal: Increase one Geology course each semester
Performance Indicator: Consistent enrollment at a minimum of 85% of capacity, but we would hope for 100%
Timeline: 2014-2015
Funding Resource Category: Hourly Instruction Funds
Ranking: L

E. Initiative: Doc Cam for SCI 119

Initiative ID: GEOL1405
Link to Data: Rock samples and maps would be able to be explored much more effectively with a Document Camera. Our Geology part-time faculty recommended this. Apprx. Cost: $700
Expected Benefits: Better understanding of materials presented in class
Goal: Marginal increase in student performance in GEOL 1 Lecture and Lab
Performance Indicator: A bump in success by a couple % points.
Timeline: Spring 2014
Funding Resource Category: Technology Funds
Ranking: L

Section VI – Process Assessment

Instructions: Please answer the following questions:

A. How have the changes in the program review process this year worked for your area?

De-coupling the data from the report makes it a bit cumbersome, but to be honest many of the attempts to link our SLO/PLSO/ISLO efforts to program review are like trying to cram a square peg through a undersized round hole. Much of what we ask for in program review is comprehensive benefiting the overall program as per our experience and do not relate well to specific attempt to improve student success on content learning (vis-à-vis SLOs). Too much of this is busy work that doesn't really lead to any instructional or program improvement. The time spent crossing the "t's" and dotting the "i's" would be better spent supporting faculty, invigorating programs, and working directly with students.

B. How would you improve the program review process based on this experience?

I am very much in favor of a rotational approach to doing program reviews (every 3 years?). Departments with multiple programs could spread the work out (e.g., one program a year) or do them all at once then just do updates in the interim years. If we are going to identify program goals, I'd like to see two types: Learning goals linked to SLO's and General Program Support goals that do not necessarily link to SLO's, but obviously are there to support the learning environment. BUT please to not add new categories to the Program Review. It needs to be even more streamlined (and completed online?)

C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Geology
Preparer: Steve Palladino
Dates met (include email discussions): Aug. 16th, Sept. 6 and multiple whole department emails and discussions with faculty.
List of Faculty who participated in the program Review Process: Primarily the three Full-timers, but input from part-time staff. Everyone got a copy of the resulting draft program review.

X **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):