

Geology Program Review 2012-2013

1. Program/Department Description

1A. Description

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 last year. This standardized curriculum coordinates class 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.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

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

1C. Criteria Used for Admission

1D. College Vision

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

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities

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that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. 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

1G. Program/Department Significant Events (Strengths and Successes)

Geology classes serve a large number of students for whom the physical science requirement may be a barrier to college completion. We have relatively high retention rates and very high enrollment in all of these classes (*e.g. enrollment in the 3 Physical Geology lecture classes, 3 Geology lab classes and Oceanography are near or over capacity*). We normally overloaded our classes to help students complete their schedules.

K. Organizational Structure

President: Robin Calote
 Executive Vice President: Ramiro Sanchez
 Dean: David Oliver
 Department Chair:

Instructors and Staff

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

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2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. N/A

2A3. **2012-2013** - *Course* Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. Student completion is right at that of the college in general (86%). Though some previous semesters were 5 points lower. We'd like to maintain at least and 85% retention despite this being a challenging physical science course.
2. The A/B/C success rate is just below the college average and in comparison with the campus as a whole there are more B's/C's than A's. This is appropriate for these difficult science courses.
- 3.

2C. **2012-2013** Program OPERATING Outcomes

N/A

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525

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	<p>student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.</p>
FTEF	<p>Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.</p>
Cross Listed FTEF	<p>FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.</p>
XL FTE	<p>Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).</p>
WSCH	<p>Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.</p>
WSCH to FTES	<p>Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$</p>
District Goal	<p>Program WSCH ratio goal. $WSCH/FTEF$ The District goal was set in 2006 to recognize the differences in program productivity.</p>

3B: Student Success Terminology

Census	<p>Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.</p>
Retain	<p>Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$</p>
Success	<p>Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.</p>

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Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

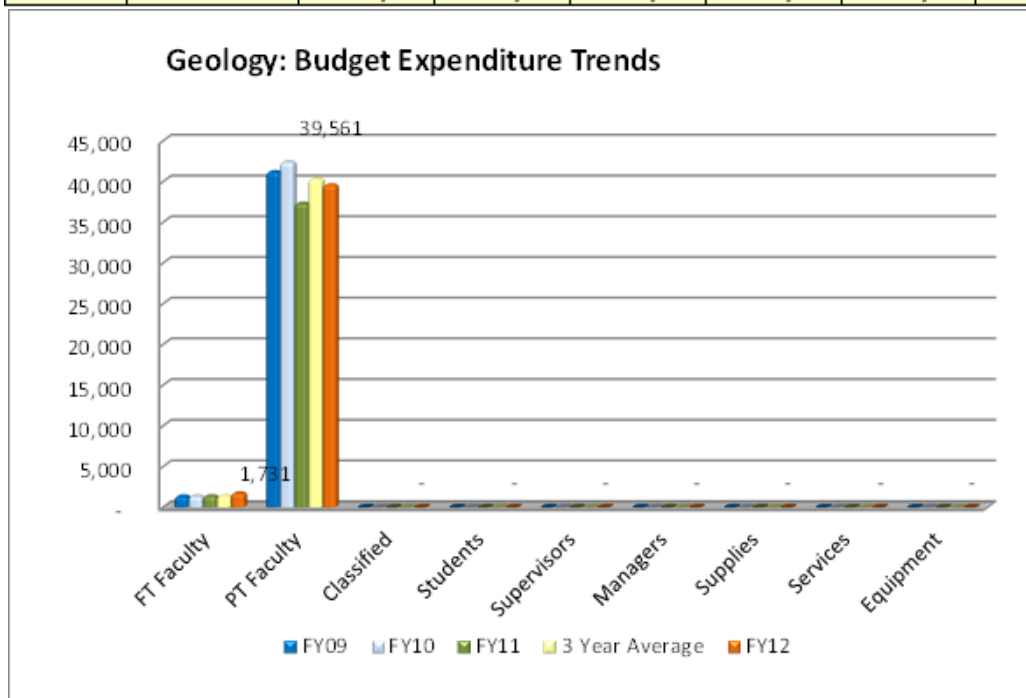
In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

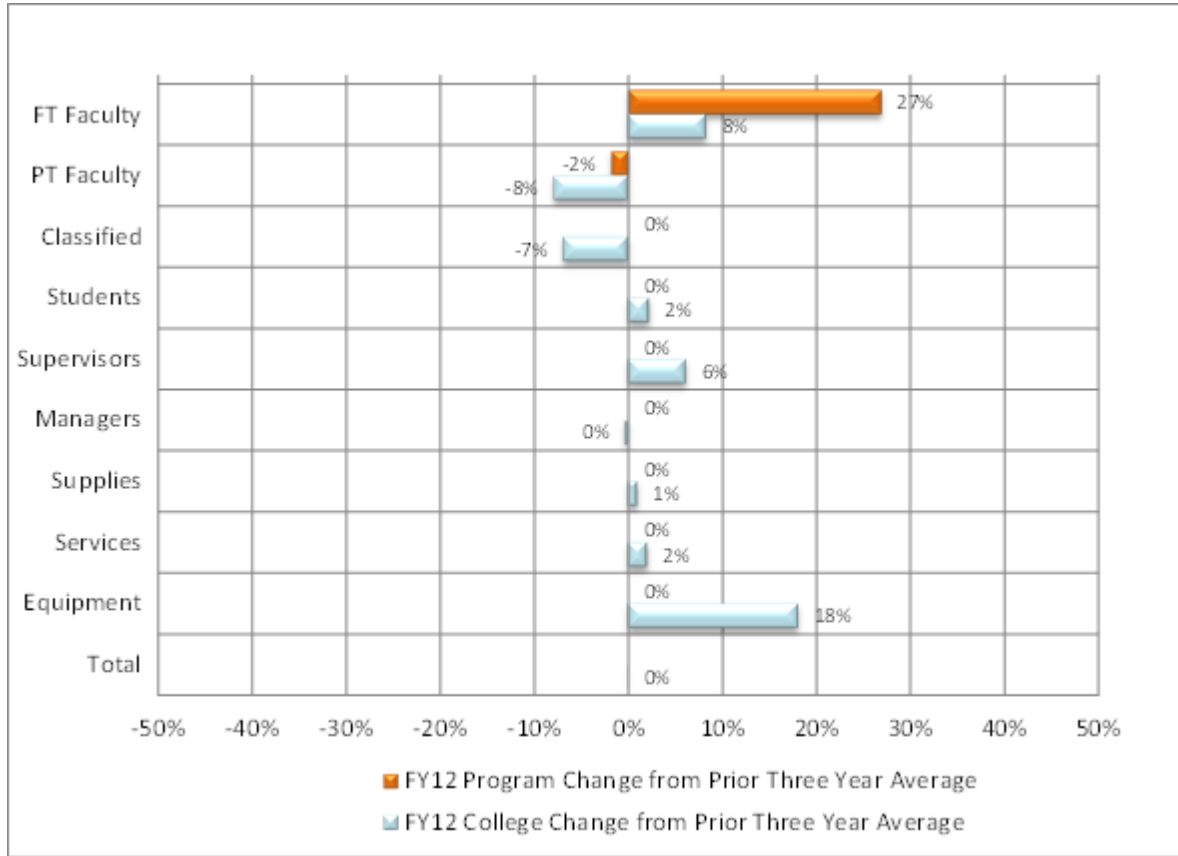
3C1: Interpretation of the Program Budget Information

We now have no FT instruction time in these classes as our FT instructor who could cross over from his area of Geography and use his minor in Geology to teach some courses in this area retired. We need a FT Geologist. The 27% for FT, just reflects the FT instructor was teaching a lab or a lecture section.

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	1,358	1,364	1,371	1,364	1,731	27%	8%
2	PT Faculty	41,186	42,380	37,313	40,293	39,561	-2%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	-	-	-	-	-	0%	1%
8	Services	-	-	-	-	-	0%	2%
9	Equipment	-	-	-	-	-	0%	18%
Total		42,544	43,744	38,684	41,657	41,292		0%



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3C2: Interpretation of the Program Inventory Information

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

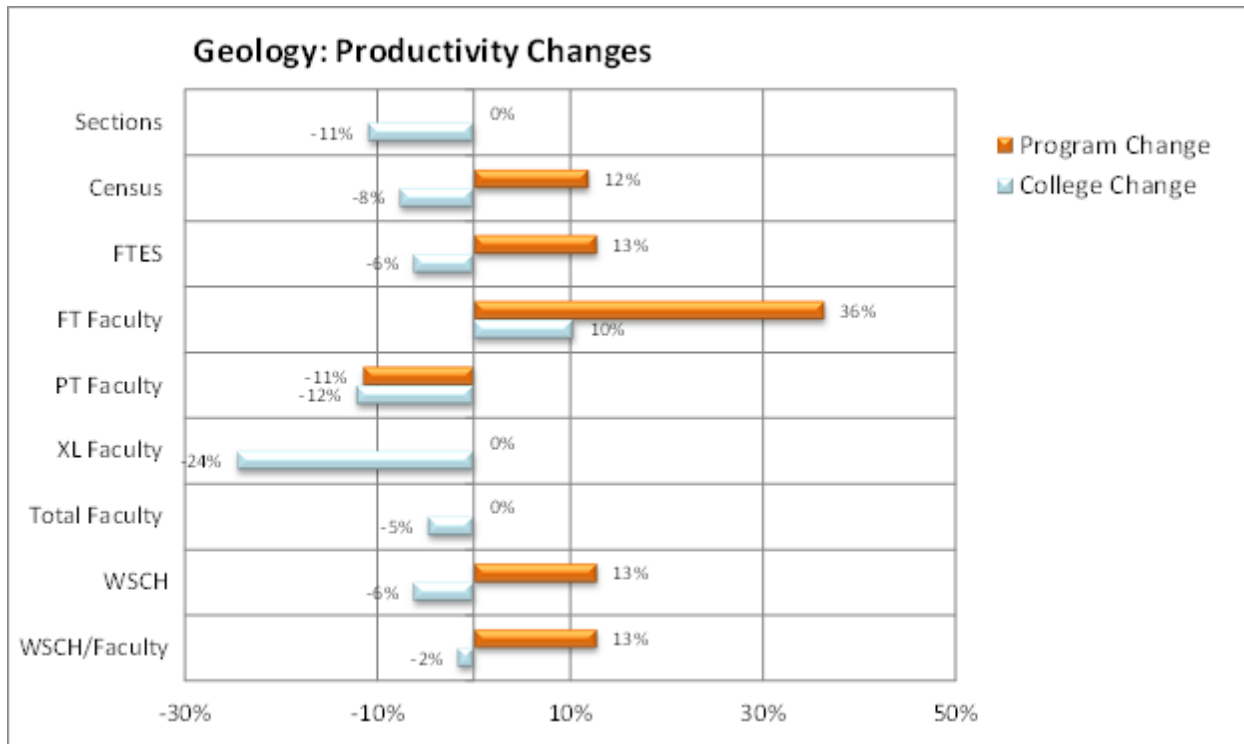
Inventory is still incomplete. Even when it is, there will be our mineral/rock collection that will probably not be quantifiable in terms of worth or what we have (many, many specimens).

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3C3: Interpretation of the Program Productivity Information

See comment under 3C1 re: FT faculty. We have been packing out our classes due to high demand by students. In better financial times we would be offering more sections (if we could staff them)

Geology: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	14	14	14	14	14	0%	-11%
Census	482	489	520	497	556	12%	-8%
FTES	48	49	52	50	56	13%	-6%
FT Faculty	0.30	0.18	0.40	0	0.40	36%	10%
PT Faculty	0.95	1.08	0.85	1	0.85	-11%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	1.25	1.25	1.25	1	1.25	0%	-5%
WSCH	720	735	780	745	840	13%	-6%
WSCH/Faculty	576	588	624	596	672	13%	-2%

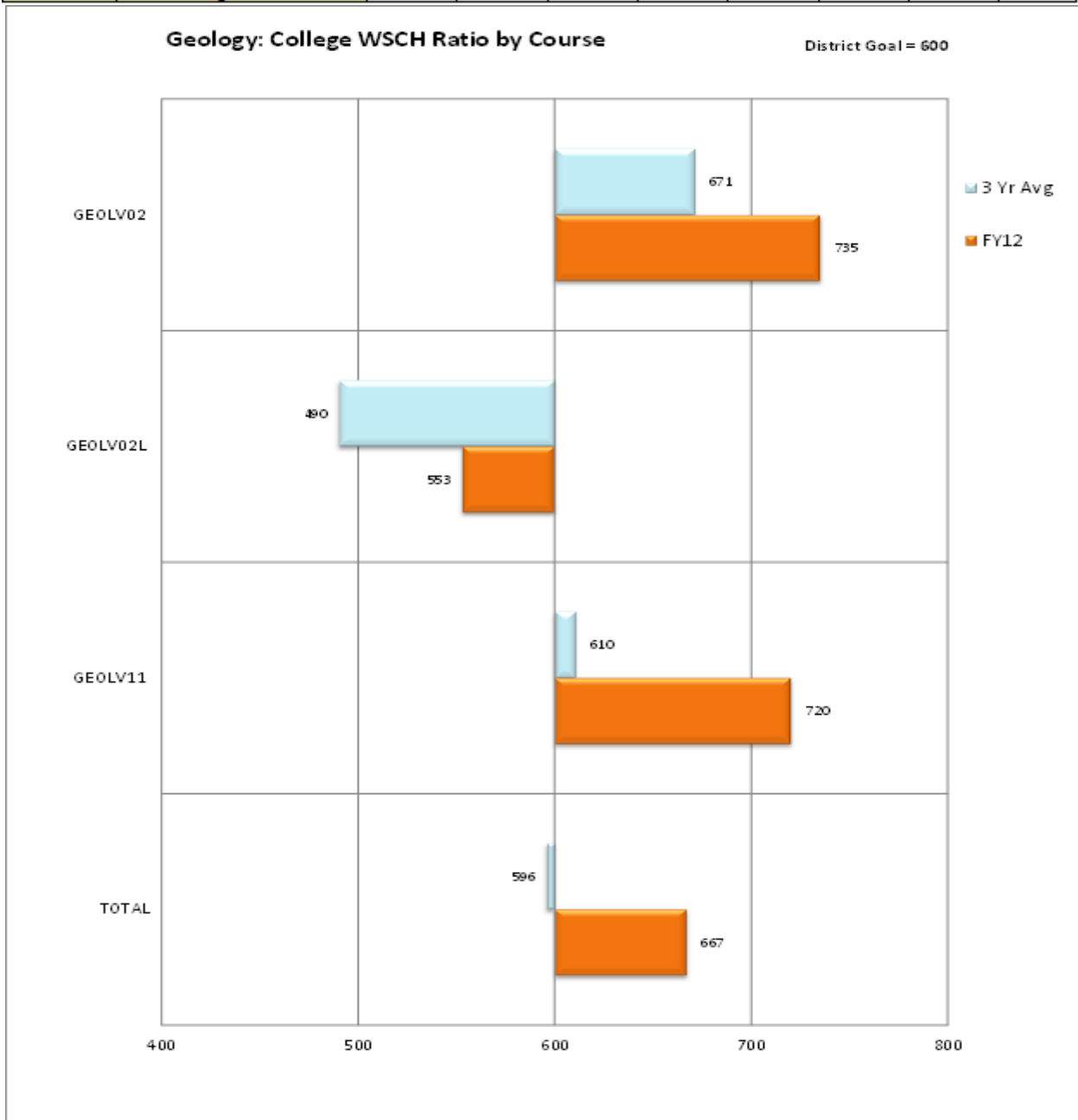


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3C4: Interpretation of the Program Course Productivity Information

A goal of 600 for difficult science courses including 3 Geology labs that are necessarily small (24), is not reasonable and we are not sure how this was calculated. Why not the 525? Nonetheless, the lecture courses easily exceed the 600 goal and the lab course is close (we have been over-enrolling the sections due to student demand, but this isn't best for the students (we only have so many sets of lab materials!))

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
GEO LV02	Physical Geology	673	640	700	671	735	64	600	123%
GEO LV02L	Physical Geology Laboratory	490	493	487	490	553	63	600	92%
GEO LV11	Introduction to Oceanography	488	638	705	610	720	110	600	120%
TOTAL	Annual College WSCH Ratio for	577	587	624	596	667	71	600	111%



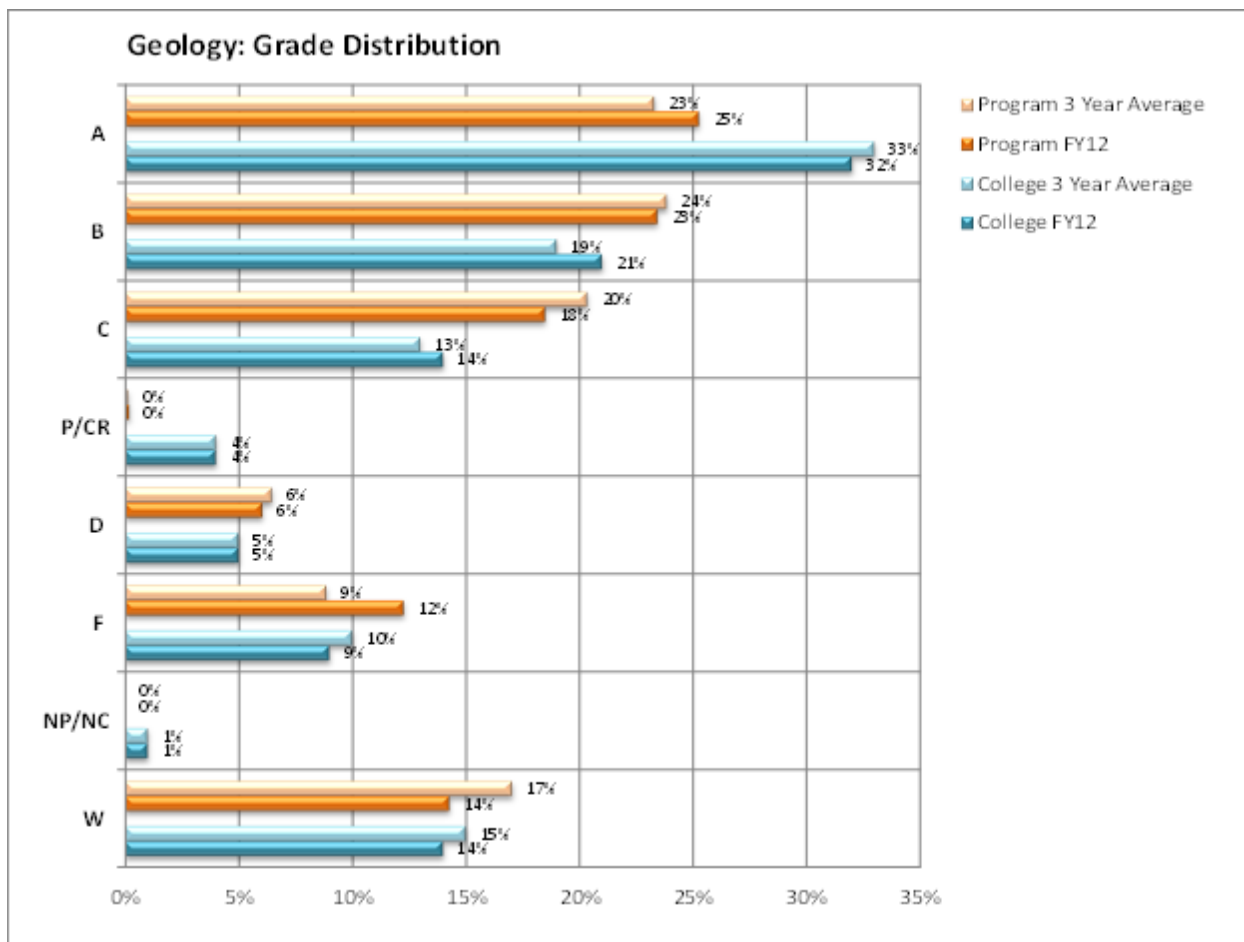
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3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

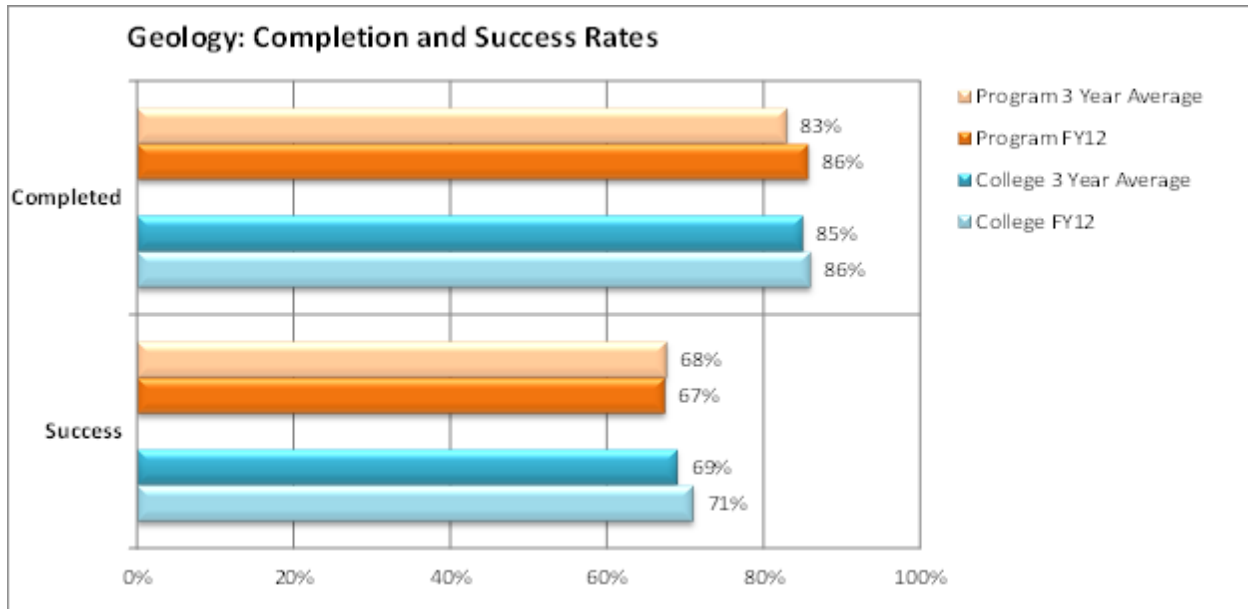
See comment under 2B2.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GEOLOGY	FY09	118	121	91	2	24	23	-	91	470	379	332
GEOLOGY	FY10	119	111	102	-	31	50	-	61	474	413	332
GEOLOGY	FY11	102	115	103	-	39	56	-	96	511	415	320
GEOLOGY	3 Year Avg	113	116	99	1	31	43	-	83	485	402	328
GEOLOGY	FY12	138	128	101	1	33	67	-	78	546	468	368

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GEOLOGY	FY09	25%	26%	19%	0%	5%	5%	0%	19%	100%	81%	71%
GEOLOGY	FY10	25%	23%	22%	0%	7%	11%	0%	13%	100%	87%	70%
GEOLOGY	FY11	20%	23%	20%	0%	8%	11%	0%	19%	100%	81%	63%
GEOLOGY	3 Year Avg	23%	24%	20%	0%	6%	9%	0%	17%	100%	83%	68%
GEOLOGY	FY12	25%	23%	18%	0%	6%	12%	0%	14%	100%	86%	67%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%



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3C6: Interpretation of the Program Completion Information

N/A

3C7: Interpretation of the Program Demographic Information

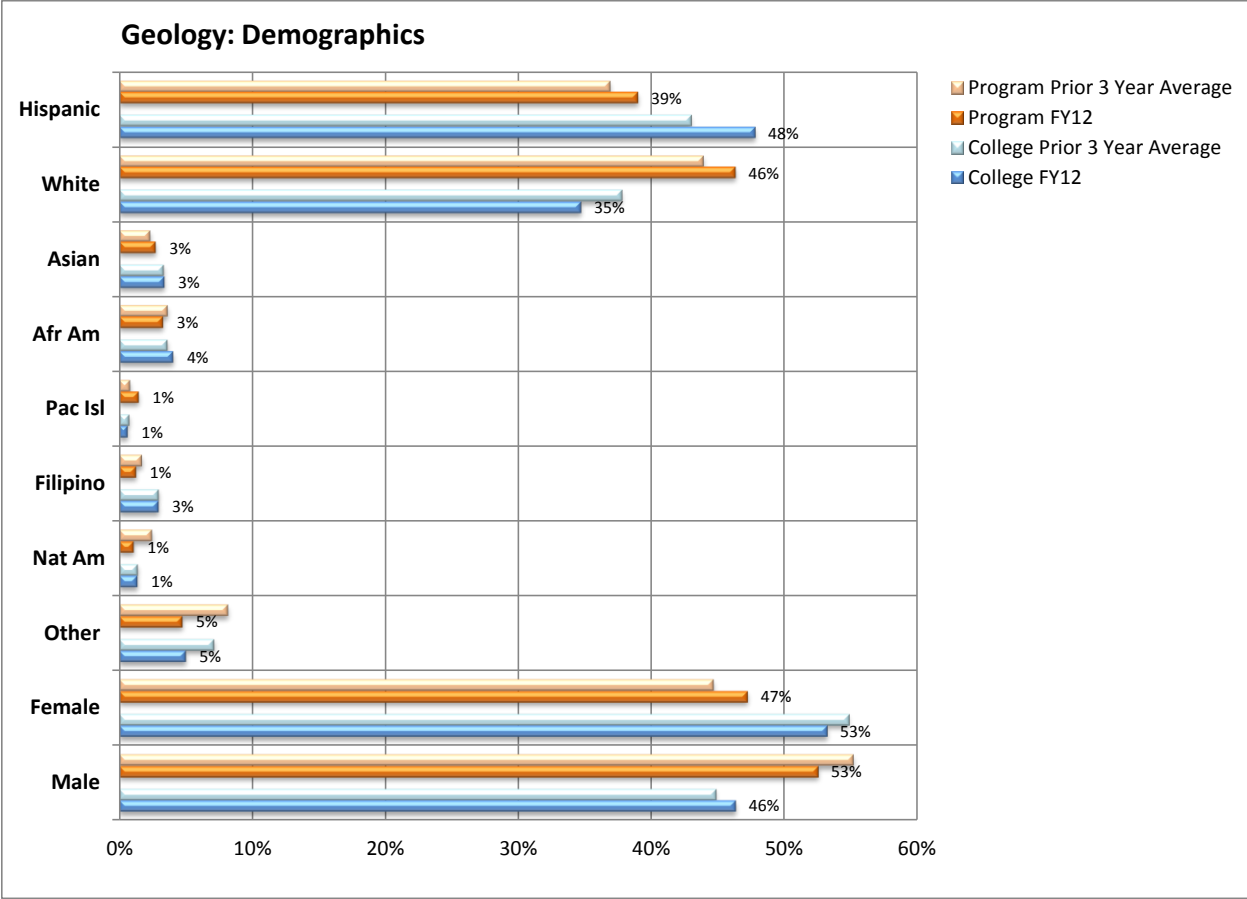
Classes are a bit skewed to the Anglo and Male populations. Geology, while attracting decent interest from minorities and females, has been traditionally a white, male profession. We have two female part-time Geologists as our main instructors which may help with female retention (though w/o a full-time faculty member we are not in the place to do recruitment).

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GEOLOGY	FY09	154	211	9	23	2	13	12	46	209	259	2	26
GEOLOGY	FY10	157	233	11	14	4	5	13	37	213	261	-	26
GEOLOGY	FY11	226	195	14	16	6	7	11	36	228	283	-	24
GEOLOGY	3 Year Avg	179	213	11	18	4	8	12	40	217	268	1	25
GEOLOGY	FY12	213	253	15	18	8	7	6	26	258	287	1	23
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GEOLOGY	FY09	33%	45%	2%	5%	0%	3%	3%	10%	44%	55%	0%	26
GEOLOGY	FY10	33%	49%	2%	3%	1%	1%	3%	8%	45%	55%	0%	26
GEOLOGY	FY11	44%	38%	3%	3%	1%	1%	2%	7%	45%	55%	0%	24
GEOLOGY	3 Year Avg	37%	44%	2%	4%	1%	2%	2%	8%	45%	55%	0%	23
GEOLOGY	FY12	39%	46%	3%	3%	1%	1%	1%	5%	47%	53%	0%	23
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will not be assessed by Geology.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed by: GEOL V02L	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed by: GEOL V02, GEOLV03, GEOL V11	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be assessed by Geology.
Operating Information	
This ISLO will be assessed by: GEOG V08, GEOG/GIS V22	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will not be assessed by Geology.
Operating Information	
Analysis – Assessment	

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4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

N/A

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
Maintain Completion	Continue to stay above 85% graded.
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4C: 2012-2013 Program Operating Outcomes

N/A

4D. Program Review Rubrics for Instructional Programs

5. Findings

2012-2013 - FINDINGS

Finding 1: Geology is without a Full-time instructor, despite having a solid program (and room to reinstate courses). This is negatively impacting the development and maintenance of this discipline.

Finding 2: While we have a solid set of courses that have good enrollment and completion, we are lacking in some key components required for a “real” Geology program. We need to reinstate a transfer class and offer field-based learning activities.

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Finding 3: The organization of the materials in our workroom has been poor. This was in part due to not having a full-time Geologist, but also due to our shared Lab Tech not having resources (computer) in our area so he stay in our area and get work done. Lack of regular presence of the Lab Tech meant that needs would go unattended. We need to find ways to help our new Lab T ech be able to be in our area more and be able to attend to tasks that require a computer to complete (like ordering materials, or establishing work orders)

6. Initiatives

6A: 2011-2012 - Initiatives

Initiative

Hire an additional FT faculty for Geosciences area with expertise in Geology

Initiative ID

GEOL #1 - 2011

Links to Finding 1

Section A1 shows FT faculty expenditures are about equal to the college as a whole. Table D1 shows that the 525 Goal has been exceeded in all Geology classes except for the lab classes where enrollment is limited to 24 students. WSCH ratios (*Table D3*) show very favorable numbers especially for increases in GEOL V02 and GEOL V11 over the years shown. In the Geosciences area, we urgently need one additional FT instructor, either in Geology (*or Geology/Geography combination*) to continue the stability and potential growth of this program.

Benefits:

With more FT instructors in our area, (1) students will have a greater access to FT faculty to assist them, (2) our departmental duties and work assignments will be addressed in a much more timely fashion, and (3) pressure can be taken off our several part-time geologists who now teach four sections each semester.

Request for Resources

One full-time Geosciences (*Geology*) faculty member

Funding Sources

No new resources are required (use existing resources)	N
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	Y
Requires computer equipment funds (hardware and software)	N
Requires college equipment funds (other than computer related)	N
Requires college facilities funds	N
Requires other resources (grants, etc.)	N

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Initiative

Separate the Geosciences area (Geography/Geology/GIS/ESRM) from the Physics/Astr/Eng area and create two departments

Initiative ID

GEOL #2 - 2011

Links to Finding 2

Separate the Geosciences area (*Geography, Geology, ESRM*) from the Physics/Astronomy/Engineering area by creating two separate departments. In practice the two areas have functioned separately since they were created.

Benefits

This will help clarify the roles and responsibilities of those serving as department chairs of Geosciences and of Physics/etc. Geosciences department chair will be able to teach one less course a year, helping create time/energy all year for meetings, report preparation, textbook ordering/review as well as increasing communications with other FT and PT instructors. This will also rectify a long-standing contract inequity for both the involved departments.

Request for Resources

This will have a fairly minimal affect on the campus budget (*one additional class release in just one semester, plus some other smaller stipend amounts for faculty evaluations*). We feel the overall resources needed are minimal to meet the contract language currently in effect between the District and faculty.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	N
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	Y
Requires computer equipment funds (hardware and software)	N
Requires college equipment funds (other than computer related)	N
Requires college facilities funds	N
Requires other resources (grants, etc.)	N

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Initiative

Communicate and clarify the difference between Geography and Geology programs to the campus community

Initiative ID

GEOL #3 - 2011

Links to Finding 3

We need to establish some sort of communication line with the counseling staff and decision makers on campus to clarify the distinct nature of Geography and Geology. This process has begun with clear identification of Geography and Geology as separate programs (and the submittal of separate Program Review documents) and with discussions with the Division Dean and the Senate President about this issue. It now needs to move outward to the counseling staff and upwards on the administrative ladder. A meeting with senior administrator(s) may be useful.

Benefits

Our students, staff, faculty, and administration are all ill served by not recognizing that these two long established and commonly taught fields of study, despite some strong affinities, are separate bodies of knowledge with distinct approaches.

Request for Resources

The only resources would be some time for meetings/conferences with colleagues and decision makers on campus.

Funding Sources

No new resources are required (use existing resources)	Y
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	N
Requires computer equipment funds (hardware and software))	N
Requires college equipment funds (other than computer related)	N
Requires college facilities funds	N
Requires other resources (grants, etc.)	N

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2011 - 2012 FINAL Program Initiative Priority Ratings

Category	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
None	0	H			GEO1203	Communicate Geog-Geol Unique			16,000	16,000	
Faculty	1	H	H		GEO1201	New Geology Faculty Member	Department is lacking a Geologist instructor	108,000	108,000	124,000	FT

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6B: 2012-2013 INITIATIVES

Initiative 1 - Reinstate 1 GEOL course

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 one semester each year (but in the future will want to also do this for the other semester) 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) or another section of Oceanography.

Initiative ID – GEOL1301

Links to Finding - 2

Benefits – Students will have a path for transfer. At first we will offer this more advance course, GEOL 3 (with new lab 3L?) once every other year, In alternating years we'd either offer another section of our popular Oceanography class (GEOL 11) or one of the geology courses that we haven't offered for a while. Eventually, as having a degree, helps us build this program, we would offer it once a year.

Request for Resources – One part-time covered course

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 2 - New Geology Faculty Member

A Geologist was the #1 rated discipline for a growth position last year, but in the end they didn't fund any growth positions. We do not have a Geologist on staff (just hired a replacement Geographer for the retiring Luke Hall, but a Geographer and a Geologist are not the same!) We still want to pursue this position, even though we realize some may mistakenly think that our hire of a replacement Geographer this year somehow meets our need for a Geologist (is doesn't!). We are still significantly understaffed in the Geosciences with 20 sections taught by hourly. Our FTE is about 6, but we only have 3 FT faculty.

Initiative ID – GEOL1302

Links to Finding - 1

Benefits – Our department suffers from not having a Geologist on staff. Our extensive rock and mineral collection doesn't have someone to maintain it and make sure it is fully befitting our students. Students interested in this field do not have a full-time faculty member to help them assess the possibilities with regard to additional schooling and employment.

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Request for Resources – New Full-time Instructor

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 3 - Workroom computer workstation

Our Geosciences workroom is a place where part-timers prep for classes and our new lab tech is spending significant time. We have a computer owned by CIRGIS (and GIS community group we are part of), but they will be removing it and their data servers. We did not have access to that computer, but could really use a machine for faculty and our lab tech to get work done (effectively we want to make it easy for Fred to spend time in our workroom!) We are requesting a basic computer.

Initiative ID – GEOL1303

Links to Finding - 3

Benefits – We will have better lab tech support as he will be able to be in our workroom more frequently. Also our part-timers will have a station in which they can work on class tasks (close to the resources they may be using as part of that class, such as rock samples, lab materials, and maps.)

Request for Resources – One basic computer

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 4 - Develop/Reinstate Field Trips

When we get a Geologist, they will be alarmed by our absolute lack of a field program (a normal part of Geology). We'd like to establish this need, so both our current part-time Geologists and a future full-timer will be able to quickly reestablish a field program (we had a robust program years ago.)

Initiative ID – GEOL1304

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Benefits – An understanding of Earth Processes (fundamental to Geology) is best augmented by actual interaction with those environments. Not having a field program in Geology, is a bit like a Ceramics class only talking about how to spin a vase and handling already created vases, but not getting to work with the clay.

Request for Resources – None now, but we will try to have some ideas in hand and use our experiences with Geography field trips to be able to aid a new full-time Geologist get a program going in short order.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
GEOL	2	2	M				GEOL1301	Reinstate 1 GEOL course	Offer GEOL V03 which is a required course in TMC, alternate it with other GEOL courses 7, 11, 21	\$4000- \$5300 Alternate Years
GEOL	1	1	H				GEOL1302	New Geology Faculty Member	#1 for growth last year	\$100,000
GEOL	3	3	M				GEOG1303	Workroom computer workstation	Set up workstation for Lab Tech and part-timers	\$900
GEOL	2	0					GEOL1304	Develop/reinstate Field Trips	Investigate restarting GEOL field trips	None at this time

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6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

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The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes.

2a. Were the identified initiatives implemented?

Of our three initiatives, two important ones were NOT implemented. #1 was a FT faculty member (since we don't have one for this discipline). We were the #1 growth position (both by the faculty staffing committee and on the President's list, but in the end no growth positions materialized. Our request to become an individual department (separate from PHYS/ASTR/ENGR) did not happen, though we continue to request this (under the Geography Program).

2b. Did the initiatives make a difference?

The only implemented initiative was a "no-cost" effort to communicate the distinct difference between Geography and Geology among the decision makers. This was done both in the formal program review document and informally in discussions with various administrators.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

It is much too cumbersome and many parts feel repetitive. It should be streamlined.

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

Combine the Student Success information (if even necessary!) from section 2 and section 4. Findings are somewhat arbitrary. Initiatives speak for themselves. Each initiative should be stated in one section (the various "items" like "Benefits", "Resources" could be incorporated in that one section.

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

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If you choose to appeal, please complete the appropriate form 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.