

Program: Geology

Division: Science, Technology, Engineering, and Mathematics

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

1. The lack of a full-time professor leading our program was a challenge in AY '22-'23. This limited our campus-level visibility and leadership. Fortunately, this challenge was also a success since hiring a new full-time faculty for AY '23-24
2. Continually anticipating and adjusting to the evolving demands of our students in terms of teaching modality (asynchronous, synchronous, HyFlex, and face-to-face) has been a challenge. We wanted to offer more HyFlex courses to build greater flexibility into our course offerings, but due to the low frequency of HyFlex training, we did not have any professors certified to teach this modality when the AY '22-'23 class schedules were determined. However, we also are happy to report that we resumed offering one of our lab classes—Geol 1L—in person on campus and online to give students flexibility
3. One huge success was teaching a new course—Geol 20, Earth Science for Educators—for the first time. This course was created and funded in partnership with Nadiyah Taylor and the Education program and taught by Kelly Martin, with assistance from our outstanding lab tech, Marisa Pascal. We are looking forward to offering it regularly each Fall semester and eventually getting it funded through STEM division money rather than one-off grant funding
4. Low enrollment continued to be a challenge in AY '22-'23 due to the pandemic and other related factors. Our response has been to meet our students where they are at and provide them the options and support they need to succeed in uncertain times. The same principles always apply, regardless of modality: treat them with respect, reach out to those who are struggling, create an inclusive classroom climate, and success will follow. Fortunately, enrollment finally started trending upward in the spring of 2023, relative to spring 2022, a trend we hope continues.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

No outstanding trends were observed. I checked the data on geology students in terms of race and ethnicity, gender, and age and found no trends that seemed to be statistically significant. Similarly, student success rate appeared to be constant, if not improving. But this data may have been impacted by the pandemic and the abrupt change in modality it brought on, so I'm hesitating to read too much into this trend. It might also be related to the change in instructor that occurred when the previous full-time faculty retired.

3. Got anything new planned for 23-24?

Indeed! We hired a new full-time faculty over the summer and are excited to have a feeling of positive momentum and stability return to the program. Our goals for the next year are:

1. Purchase a Raspberry Shake kit, which includes two seismometers—one for use in classrooms to demonstrate seismic waves and earthquake monitoring, and the other for permanent installation on campus. The data from the permanent seismometer will be automatically sent to the largest seismic network operated by citizen scientists in the world and we will have access to this data for use in class, on homework assignments, and in labs. We put this on our list for end-of-year funding; it was not on the program review last year because this initiative was the product of our new lab tech, Marisa (who was hired last year), and our new full-time faculty member.
2. Continue to monitor student enrollment vs modality and offer the best mix that supports our students
3. We are actively looking into low-cost and zero-cost textbook options for all our courses. We are experimenting with zero-cost online textbooks in two courses already and are weighing eliminating the textbook requirement for Geol 1L, one of our lab classes
4. We are looking into the possibility of a Geology Club. Finding a faculty member willing to serve as the club advisor is the main limiting factor at the moment

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?