

Program: Geology

Division: STEM

Writer(s): Dani Blatter

SLO/SAO Point-Person: Dani Blatter

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

Looking back over 24-25, the Geology program’s biggest achievement is returning to high enrollment after the pandemic and the loss of the previous program coordinator, who was loved by the students and really anchored the program. The double whammy of the pandemic and losing her led to steep drops in enrollment—which, for a single-faculty program whose classes aren’t part of critical STEM pathways, is potentially an existential matter. As a result, that the Geology program now offers more sections and classes than we did during the pandemic and regularly sits at 101-2% productivity with nearly every seat in every class filled is an achievement worth celebrating, if only because it guarantees the survival of the program into the future.

The Geology program has other notable achievements to report on the curriculum front with (1) the creation of a new, zero textbook cost (ZTC) geology lab textbook and (2) the successful addition of a new course, Introduction to climate science (Geol 13) which will be taught Fall ’26 for the first time. The geology lab textbook was primarily the work of Professor Amanda Brown, with considerable assistance from Marisa Pascal, the program’s lab technician. It debuted summer ’25 and was highly successful, although Amanda is continually improving it. Geol 13, meanwhile, will help prepare our students for the earth science careers of the current and future economy while equipping them with the knowledge they need to be informed global citizens.

2. Please describe your most important **challenges** in year 24-25.

Upon reflection, three major challenges for the Geology program come to mind. The first is a product of our success—long waitlists and completely full sections. The program could easily offer additional sections of Geol 1L, Geol 1, Geol 12, and/or Geol 12L and they would likely fill. The need is especially acute for our lab classes, since these have lower enrollment caps.

The second challenge has been persistent, critical tech issues with the A/V systems in our classrooms—1828 and 1826. These have been identified multiple times to our capable IT staff as critical issues, but limited budgets have prevented them from being resolved.

Finally, the program coordinator is starting to feel the constraints of a single-faculty program. There are multiple exciting opportunities to grow the Geology program, reach more students, and engage more deeply with them. These could include growing the new Geology student club, creating an Earth Science Major, adding field trips to Geology courses, expanding outreach through concurrent enrollment, and more. But the program coordinator is now quite bandwidth limited and many of these opportunities will likely go unrealized as a result.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

The Geology program hasn't assessed SLOs since the last program review. We will create an assessment schedule this semester and start implementing it Spring '26

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

The Geology program is enthusiastically moving forward with plans to close equity gaps and support student success. In response to a growing awareness that STEM courses tend to feel less inclusive to LGBTQ+ students (and this may be equally true of other disproportionately impacted students as well), plans are in the works to paint the risers on the steps up to the 2nd floor of 1800 (where the Geology classrooms are located) in progress flag colors. The hope is that this will not only make the building more beautiful for everyone (the risers are in dire need of new paint), but it will signal that Geology is a safe space for our LGBTQ+ students, who represent 20% of the college age population in the tri-valley area.

Second, the program is excited to grow the number of geology majors at LPC through a number of efforts. These include fostering the new Geology student club, which formed this semester; and by establishing and engaging with students through an Earth Science discord server.

Lastly, in light of recent professional development activities, the program plans to make better use of faculty student hours by holding them at times (such as immediately before or after class) or in spaces (such as the Geology study space in 1824 or the Tutoring Center) where students are more likely to take advantage of them. The hope is that they will do so in groups, not just individually, and build a sense of community in the process.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:

Program Review Update 2025

- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

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.