De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation the third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | **Geology** |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The mission of the De Anza College Geology department is to give students an opportunity to successfully complete science coursework for transfer, Associate degree, or lifelong learning, with transfer being the primary goal of most Geology students.  The Geology department seeks to foster an awareness, understanding, and appreciation of the complexity of the planet that the students, faculty, staff, and all of humanity live on. Some of this drive stems from the desire to enable the students to be better-informed citizens of our increasingly crowded and changing home world, while some of it comes from the faculty's desire to draw the students into the sheer fascination of the Earth's dynamism and complexity.  In terms of concrete educational goals, the department expects to provide students with an opportunity to earn transferable general education credits. This outcome applies to the majority of the Geology 10 and Geology 20 students, with smaller fractions of them taking the class for the A.A. Degree, personal interest, or lifelong learning. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None Offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None Offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by your department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None Offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None Offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) |  |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | N/A |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1.8 FTEF  *Note: 2 full-time faculty with FSAs in Geology Department. One also has an FSA in Astronomy, who has been teaching in the Astronomy Department due to an unfilled vacancy. This has impacted some course offerings and the need to develop courses to support an As in Geology.* |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 54.% in 2020-21 academic year. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | N/A |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | N/A |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | In the last three years enrollment in Geology classes have increased by 18.5%  This increase over the last three years reverses a negative trend in the two years prior. The increase is directly related to the popularity of our new online version of our integrated lecture/laboratory class in Introductory Geology (GEOL 10). The department intends to keep sections of online Geology available while offering face-to-face sections in the Fall Quarter of 2022. We will have to experiment with the mix to optimize enrollments over the next academic year. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Geology classes are taken largely to fulfill general education requirements in the Physical Sciences by students who are not enrolled in science, technology, engineering, and mathematics (STEM) majors. The enrollment patterns in Geology reflect greater enrollment in to these general education science classes by underrepresented groups in STEM majors. This trend is seen not only at De Anza but across the country. At De Anza we can see this in the differences between the overall student population identifying their ethnicity as Asian and the rest of the demographic. This population disproportionately is enrolled in STEM majors and we see that reflected by a 10-percentage point difference in the enrollment patterns in 2020-21 academic year.  Our courses are potential gateways into STEM fields for underrepresented groups. And STEM majors represent significant economic opportunities for postgraduate employment over other undergraduate academic majors. We see equitable funding in the department compared to other departments as a matter of student and racial equity on campus. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Generally, over the last three years our student success rates have ranged around 78 to 80% tracking with the college or just slightly less. This dipped a few percentage points from paralleling the college average last year. We don’t see this as a trend as it was just last year but will watch it going forward. For moderately-rigorous college-level science-classes our department has made great efforts over the years to keep success rates high. Pre-pandemic this included a fair amount of effort to structure student collaboration into our face-to-face classes.  As our curriculum went entirely asynchronous online, success rates have been moderately lower. And experiments to include collaboration via Zoom sessions were not effective alternatives to mirror face-to-face practices. Having said that, the online courses have proven popular and a great alternative for many of our students who have trouble given, economic, social and other realities of the waning pandemic.  We will be offering face-to-face offerings along with our now popular Introductory Geology Lecture/Laboratory course this fall. This will allow some of our students who might thrive in that environment that opportunity. We are also experimenting with more structured collaborative models in our online courses. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Our success rates in targeted populations even through the pandemic has been around 73% going back to pre-pandemic years. We saw a statistical drop in 2020-21. As mentioned above we are tracking that through this year but as of yet do not see a “trend.” |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | N/A |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | No |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | The department has been involved over the last few years with the National Science Foundation (NSF) funded project: *Supporting Advancing Geoscience Education at Two-Year Colleges* (SAGE 2YC). DiLeonardo was a North California Change Agent for this national project directed by the College of William and Mary. <https://serc.carleton.edu/sage2yc/index.html>  One-component of this project to look at cutting edge efforts to broaden our support to consider equity in underrepresented populations in STEM fields. We started working on collaborative model including limited collaborative exams to help all student feel included and supported in our course offerings. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | No |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Currently we have already engaged in a combination of professional development and departmental collaborations. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | We have been highly engaged on the national level in projects specifically targeted to examine successful strategies in Earth Science Courses. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. |  |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Introductory Geology GEOL 10 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Currently Geology has been overlooked in regular division budgeting for needed supplies for our laboratory on campus. We commonly support 4 lab sections per term with over 120+ students. The lab facility also supports Astronomy labs and activities in our face-to-face meetings in our Oceanography class (GEOL 20).  Unlike other science departments we don’t have a regular budget for samples, sample boxes, aging maps, student used equipment and supplies.  We are looking at ramping back up for on-campus classes in the Fall and are in serious need of revamping our lab supplies including samples, rock thin sections, hard-copy maps, etc. Given our disproportionately high numbers of targeted student populations (see discussion above) the lack of adequate funding for normal laboratory support is seen by the department as a chronically ignored issue of student equity.  As part of this process we see budget requests for “large ticket” items but that ignores the needs for individual items that add up to the same as larger ticket items. In short, the department’s pleas for adequate financial support have gone largely ignored. And the next academic year with a return to face-to-face laboratories the need is now critical. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: |  |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | N/A |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See comments above |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | None |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year |  |
|  | Submitted by: | APRU writer’s name | Christopher DiLeonardo |
|  | Last Updated: | Give date of latest update | 05/22/22 |