

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)
Program Description	
Department Name:	Geology
Program Mission Statement:	<p>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.</p> <p>The 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 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.</p> <p>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 students, with smaller fractions of them taking the class for the A.A. Degree, personal interest, or lifelong learning.</p>

I.A.1	What is the Primary Focus of Your Program?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Personal Enrichment
I.B.1	# Certificates of Achievement Awarded	
I.B.2	# Certificates of Achievement- Advanced Awarded:	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	
I.B.4	# AA and/or AS Degrees Awarded:	
I.B.5.	Strategies to Increase Awards	
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	
I.D.1	Academic Services and Learning Resources: # Faculty Served	
I.D.2	Academic Services and Learning Resources: # Students Served	
I.D.3	Academic Services and Learning Resources: # Staff Served	
I.E.1	Full Time Faculty (FTEF)	2.2 The Geology faculty consist of one full-time Geology instructor and another full-time instructor with FSAs in Geology and Astronomy, who is currently mostly teaching Astronomy.

I.E.2	# Student Employees	None
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	During the first two of the last three years (i.e during 15-16 and 16-17), the ratio of FT to PT was 2.7. After the one part-time instructor left in 2017, all instruction in the department has been full-time load or overload.
I.E.4	# Staff Employees	Although the Geology department has no staff employee specifically assigned to it, the PSME Division's Computer Laboratory Administrator, Ching Bays, has been very helpful in maintaining the laptops that are used by students in the Geology and Astronomy laboratory classes.
I.E.5	Changes in Employees/Resources	See narrative in I.E.3, above.
	Enrollment	
II.A	Enrollment Trends	From 2014-15 through 2016-17, the unduplicated headcount in Geology increased from 532 to 555. There was a peak of 624 in 2015-16. For 2017-18, it declined to 483. Part of the increase was due to the popularity of the online Oceanography class (GEOL 20). The decrease in 2017-18 may be due to issues regarding Oceanography's visibility in the schedule when students are registering for classes.
II.B	Overall Success Rate	Our overall success rate for the last five years has remained within the range of 76%-80%.
II.C	Changes Imposed by Internal/External Regulations	
	Equity	
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	During the last three years (15-16 through 17-18), the percentage of Astronomy students from the targeted populations has remained steady at 39% - 42%, with a high of 44% in 2016-17. This is slightly above the College average during this time, of 36%-37%.
III.A.2	Targeted Student Populations: Growth and Decline	Enrollment of students from the targeted groups over the last five years is essentially the same as for the last three years, to within 1%-2%.
III.B.1.	Closing the Student Equity Gap: Success Rates	Success rates for different student groups in 2017-18: African-American: 72%, Latinx: 69%, Filipinx: 84%, Pacific Islander: 50%, Asian: 83%, White: 83%.
III.B.2	Closing the Student Equity Gap: Withdrawal Rates	Withdrawal rates for different student groups in 2017-18: African-American: 17%, Latinx: 11%, Filipinx: 11%, Pacific Islander: 0%, Asian: 7%, White: 11%.
III.B.3	Closing the Student Equity Gap: 2017-18 Gap	Assuming the success gap refers to the difference between a given group's percent success rate and that of the non-targeted groups, the success gaps are as follows: 2013-14: 10%, 17%, 2%, 39%, 0%, -3% 2014-15: 21%, 9%, 10%, -16%, -3%, 4%

		2015-16: 5%, 11%, 15%, 13%, -3%, 1% 2016-17: 25%, 20%, 3%, -15%, 0%, 1% 2017-18: 11%, 14%, -1%, 33%, 0%, 0%
III.C	Action Plan for Targeted Group(s)	The Geology department has traditionally provided lecture-lab classes for non-science majors seeking to fulfill CSUGE, IGETC, and De Anza G.E. science requirements. Strategies for improving success rates of targeted groups, as indeed for all students, will need to address this reality. Probably the best avenue to explore will be the modern methods of in-class formative assessments, also known as 'lecture-tutorials', 'think-pair share', and 'clicker questions'. Only one faculty member thus far has had much exposure to these methods, and they have encountered challenges such as: 1) Technical difficulties with implementing in-class formative assessments in large lecture classes, and 2) Recently, their time has been devoted to creating and teaching the first online course in the Astronomy department. Specific Suggestion / Plan: Instead of trying to acquire and maintain physical "clickers", the College could experiment with an institutional subscription to a smartphone-based, in-class polling system like PollEverywhere.com.
III.D	Departmental Equity Planning and Progress	Professional development and technical support, aimed towards implementing modern methods of formative assessment in the lecture classroom, will probably be the most useful help that the department's full-time instructor can receive.
III.E Yes/ No Box	Assistance Needed to close Equity Gap	See narrative in III.D, above.
III.F Drop down box with goals	Integrated Plan goals: current student equity data and action plan	
	Assessment Cycle	
IV.A	PLOAC Summary	0% The Geology department is transitioning to a new coordinator who will likely be the coordinator for any foreseeable future. They will review the PLO assessment plans and develop a comprehensive PLO assessment plan that they will be able to implement for the foreseeable future.
IV.B	SLOAC Summary	100% (?) After consultation with the College's SLO Coordinator during Winter 2019, the new Geology department coordinator has assessed one SLO in Geology 10 this quarter, and plans to assess all of the SLOs in each course by the end of Spring 2019.

Resource Requests		
V.A	Budget Trends	
V.B	Funding Impact on Enrollment Trends	
V.C1	Faculty Position(s) Needed	None Needed Unless Vacancy
V.C2	Justification for Faculty Position(s):	
V.D.1	Staff Position(s) Needed	
V.D.2	Justification for Staff Position(s):	
V.E.1	Equipment Requests	No Equipment Requested during the current APRU cycle.
V.E.2	Equipment Title, Description, and Quantity	
V.E.3	Equipment Justification	
V.F.1	Facility Request	
V.F.2	Facility Justification	
V.G.	Equity Planning and Support	
V.H.1	Other Needed Resources	Replacement toner cartridges for the Astronomy / Geology laser printer in room S-14. This printer is used to print materials used in Astronomy and Geology classes, such as those used in the Astronomy 15 labs held next door in room S-15. Use of this printer saves on Xeroxing costs. This is an HP Color LaserJet CP5525.
V.H.2	Other Needed Resources Justification	
V.J.	"B" Budget Augmentation	<p>Restoration of B budget for Field Trip Buses, this item is recurrent from a previous program review:</p> <p>Geology classes have field trips that are required for articulation. If the B budget were ever restored to a level that allowed us to once again hire buses for the field trips, then students would not have to drive their own vehicles. This would be particularly helpful in the quest to serve traditionally underrepresented students, who may not have as much access to private vehicles, and who may not have the same level of access to rides from other students as their classmates.</p> <p>Restoration of yearly B budget money would allow the department to replace samples and equipment that get worn out from frequent use by large numbers of students who are taking lab courses in order to meet CSUGE and IGETC transfer GE requirements.</p>
V.K.1	Staff Development Needs	
V.K.2	Staff Development Needs Justification	
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"
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	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).