

**Program Efficacy Report  
Spring 2016**

**Name of Department:** Geology/Oceanography/Environmental Science

**Efficacy Team:** Sandra Moore, Romana Pires, Wallace Johnson

**Overall Recommendation (include rationale):** Continuation

The Geology/Oceanography/Environmental Science programs have made clear and well supported arguments for the continuation of the programs. The programs have explained discrepancies in demographic data with plans to address the discrepancy. The past Does Not Meets area of SLO assessment has been addressed and extensive evidence was presented. All courses are current and SLOs have been assessed for all courses offered in the past 5 years. Extensive data and analysis of trends and employment opportunities was provided that support the need for the programs. Lowered productivity levels and lack of awarded degrees are explained and a new full-time hire in Fall 2016 should assist in addressing these issues. Although less specific planning was indicated for Environmental Science, the report acknowledges issues with the Environmental Science degree and plans to modify the degree to attract more students. Continuation is strongly recommended.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>The Geology/Oceanography/Environmental Science Program does provide an analysis of the demographic data. The Programs acknowledge the difficulty of interpreting the data with 11.4 of students in the program listing themselves as unknown. African Americans are only slightly unrepresented in the programs with disabled students, females, Asians, and Hispanics appearing as more underrepresented. The programs analyze these variances and discusses historic trends in underrepresentation in these areas. The programs discuss plans to recruit and retain underserved populations through STEM programs, grants, partnerships, and a new full-time faculty hire.</b></p>		
<b>Pattern of Service</b>	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>The Geology/Oceanography/Environmental Science Programs generally provide a pattern of service that meets students and community needs. The Programs are moving toward increasing student access by increasing hybrid and online course offerings. With a new full-time faculty hire starting in Fall 2016, the Programs will be able to provide more offerings on a more frequent basis.</b></p>		
<b>Part II: Student Success</b>		

<b>Data demonstrating achievement of instructional or service success</b>	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  The Programs provide an analysis of the data as well as supplemental data on employment opportunities and trends. The success rates have declined while the retention rates remain high. The Programs have identified several possible reasons for the decline in success rates such as lack of a full-time faculty person, lack of tutors, and lack of a Geology Club. The lack of degrees awarded in the past five years is explained as due to the lack of a full-time faculty person and lack of course offerings needed for the degree. The Programs have developed plans to increase success rates and include data on increased employment opportunities in the field that support the need for the program.</p>		
<b>Student Learning Outcomes and/or Student Achievement Outcomes</b>	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  The Programs have demonstrated progress in assessing Student Learning Outcomes since the last program efficacy. SLOs have been developed and assessed for all courses.</p>		
<b>Part III: Institutional Effectiveness</b>		
<b>Mission and Purpose</b>	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  The Programs have a mission that clearly links with the institutional mission of the college.</p>		
<b>Productivity</b>	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  The Programs have a lower level of productivity for the past 3 years. The Programs provide and explanation and plans to address this trend.</p>		

<b>Relevance, Currency, Articulation</b>	<p><i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i></p> <p><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i></p>	<p><i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>Geology and Oceanography courses are current and relevant to the programs. Geology and Oceanography courses are articulated with UC/CSU. Environmental Science courses come from a variety of disciplines. Environmental Science courses are current, relevant to the program, and articulate with UC/CSU. There is speculation in the Efficacy Report that Environmental Science may need to be in a different division.</b></p>		
<b>Part IV: Planning</b>		
<b>Trends</b>	<p><i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i></p>	<p><i>The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>The Programs identify and describe major trends in the field. The Programs provide detailed plans for addressing the trends and increasing enrollment.</b></p>		
<b>Accomplishments</b>	<p><i>The program does not incorporate accomplishments and strengths into planning.</i></p>	<p><i>The program incorporates substantial accomplishments and strengths into planning.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>Strengths and accomplishments are incorporated into planning in a substantial way, however, Environmental Science is not really mentioned.</b></p>		
<b>Weaknesses/challenges</b>	<p><i>The program does not incorporate weaknesses and challenges into planning.</i></p>	<p><i>The program incorporates weaknesses and challenges into planning.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets</b>  <b>The Programs incorporate weaknesses and challenges into planning. There will be a full-time faculty person in fall 2016 which will address the major weakness in the program and will help with other challenges such as lack of regular course offerings needed for the degree. Another weakness is the Environmental Science degree which the program plans on modifying to attract more student interest in the degree.</b></p>		
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		

	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
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**Efficacy Team Analysis and Feedback: Meets**  
**The Programs demonstrate that the strategic initiatives of Technology, Partnerships and/or Campus Climate. Each initiative is discussed in detail along with plans to further implement these initiatives.**

<b>Part VI: Previous Does Not Meets Categories</b>	
<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>

**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Meets**

**The Programs describe how previously deficiencies have been adequately remedied. The Programs have SLO data for all courses offered in the past 5 years. Only courses that have not been offered have not been assessed. All course SLOs have been mapped to the Programs.**